ISU Career Ready

"Understanding and Using Career Readiness Competencies With Student Employees"
Presenters:

Elizabeth Housholder, Residence
Kevin Merrill, Student Activities
Rebecca Nation, Academic Success Center
Jason Vlastaras, Recreation Services
Learning Outcomes

• Identify the link between the student employment experience and the application of Career Readiness Competencies.
• Come up with ideas for how you can also implement Career Readiness Competencies by reviewing two case studies.
• Become familiar with several tools for evaluating and implementing Career Readiness Competencies with student employees.
Lumina Foundation, 2013

• 11% of business leaders and 14% of general public believe that college prepares students for success in the workplace (Lumina Foundation, 2013)
• 60% of employers complained that job applicants lack interpersonal and communication skills (Hullinger, 2015)
• Top 4 most wanted skills (NACE)
  • Critical Thinking
  • Professionalism/Work Ethic
  • Teamwork
  • Communication
NEW COLLEGE GRADS LACK SOFT SKILLS, EMPLOYERS SAY

Employers want job candidates with "uniquely human" skills, but finding those candidates isn’t easy. Nearly 3 in 4 employers say they have a hard time finding graduates with the soft skills their companies need.

- 64% How would you describe the process of finding qualified applicants with CRITICAL-THINKING skills?
- 54% How would you describe the process of finding qualified applicants with COMMUNICATION skills?
- 55% How would you describe the process of finding qualified applicants with LISTENING skills?
- 43% How would you describe the process of finding qualified applicants with INTERPERSONAL skills?

26% 73% 1%

How would you describe the process of finding qualified applicants whom your organization values?

Very or somewhat difficult

Very or somewhat easy

DON’T KNOW

Source: Cengage/Morning Consult, a 2018 survey of more than 650 employers and over 1,500 students.
Deep knowledge/expertise in academic discipline (major)

ISU Career Ready
Broad experience in career readiness competencies

ISU Student
The Why

• Gives students **language for articulating** what they have learned and its application to future endeavors
• Allows us to **assess** skill development as a result of student employment
• Let’s us tell the story of how on campus employment contributes to student success
The Origin Story

Career Readiness Committee

- Kyle Holtman  Learning Communities
- Aurelia Kollasch  Department of Residence
- Jennifer Leptien  Enrollment Management
- Kevin Merrill  Student Activities
- Nicole Nicholson  New Student Programs
- Rebecca Nation  Academic Success Center
- Karen Rodekamp  University Dining
- Diane Schmidt  University Dining
- Tricia Stouder  Financial Aid
- Julia Sullivan  Student Financial Aid
- Brian Vanderheyden  Student Wellness
- Jason Vlastaras  Recreation Services
The Competencies

- Collaboration/Teamwork
- Communication
- Critical Thinking/Problem Solving
- Intercultural Perspectives
- Leadership
- Learning and Application
- Professionalism
- Technology
The Competencies

Collaboration/Teamwork:

• Engage in intentional interactions among groups and/or individuals of differing backgrounds directed at achieving a shared goal. Able to work productively within a team structure, and identify and manage group dynamics.
The Competencies

Communication:

• Articulate thoughts and concepts clearly and effectively in written and oral forms, in a manner conducive to fostering professional relationships. Including the demonstration of proficient speaking and listening skills, to clearly express oneself and receive ideas of others.
The Competencies

Critical Thinking/Problem Solving:

- Synthesize existing ideas, images, or expertise in original ways. Design, evaluate and implement strategies or interventions to answer questions, make decisions, or achieve a desired goal.
The Competencies

Intercultural Perspectives:

• Understand personal identities, values, respects and learns from divergent viewpoints. Demonstrate openness, inclusiveness and the ability to interact respectfully with all people and appreciate individuals’ differences.
The Competencies

Leadership:

• Identify the strengths of self and others to achieve common goals and use interpersonal skills to coach and develop others. Manage emotions and acknowledge those of others to inspire, guide, and empower; and organize, align, and prioritize team tasks for positive change.
The Competencies

Learning and Application:

• Acquire knowledge, skills, and experiences and applies academic and job-based learning in novel and innovative ways. Application can happen through simple connections among ideas and experiences, to synthesizing and transferring learning in various contexts and environments.
The Competencies

Professionalism:

• Demonstrate personal accountability and effective work habits (e.g., punctuality, working productively with others, and time management) and understand the impact of non-verbal communication on professional work image. Demonstrate integrity and ethical behavior, act responsibly, and be able to learn from mistakes.
The Competencies

Technology:

• Integrate and utilize technology ethically and efficiently, and discern when technology is appropriate to the task at hand. Adapt to new and emerging technologies to complete tasks and accomplish goals based on organizational purpose.
Career Readiness Competencies Usage Cycle

- Introduce
- Emphasize
- Assess
- Reflect

Set Expectations
Supervisor Toolkit

Samples and Best Practices for Supervisors

• Resources created to standardize processes that utilize the Career Readiness Competencies at all stages of hiring and employment.
  • Application Tips
  • Sample Job Application
  • Sample Offer and Rejection Emails
  • Interview Guide
  • Sample Interview Questions (with CRCs)
Application Tips

Posting

• Intent in Hiring
  • How many students are you hiring?
  • Broad call or “shoulder tapping”?
• Where and when should I post my position?
  • Online student job board at Iowa State or your website?
  • Job postings are active for 30 days but can be renewed or pulled just by contacting the Student Employment Center.
**Application Sample**

**NAME:** _______________________________ **DATE:** _______________________________

**UNIVERSITY ID#:** _______________________________ **DATE OF BIRTH:** _______________________________

**CURRENT ADDRESS:**

**PERMANENT ADDRESS:**

**EMAIL ADDRESS:** _______________________________ **PHONE:** _______________________________

**CLASSIFICATION:** _______________________________ **EXPECTED GRADUATION DATE:** _______________________________

**DO YOU QUALIFY FOR WORK-STUDY FINANCIAL AID?** ________ **AMOUNT:** $________

**HOW MANY HOURS PER WEEK WOULD YOU WANT TO WORK?**

**TELL US BRIEFLY WHY YOU ARE INTERESTED IN WORKING FOR [OFFICE]:**

**WHAT SKILLS DO YOU HAVE THAT YOU FEEL WOULD MAKE YOU AN ASSET TO OUR TEAM?**

**ACTIVITIES, HOBBIES, & INTERESTS:**

**PREVIOUS WORK HISTORY:**

<table>
<thead>
<tr>
<th>NAME OF COMPANY</th>
<th>ADDRESS</th>
<th>SUPERVISOR</th>
<th>PHONE NUMBER</th>
<th>TYPE OF WORK</th>
<th>LENGTH OF EMPLOYMENT</th>
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**PLEASE LIST TWO REFERENCES THAT WE MAY CONTACT:**

**PLEASE PROVIDE A CLASS SCHEDULE:**

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<th>HOURS</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
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<th>FRIDAY</th>
<th>SAT &amp; SUN.</th>
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**IOWA STATE UNIVERSITY**

**CAREER READY**
Sample Emails

Hello [Candidate Name]:

Thank you so much for taking the time to meet with us/me regarding employment with [Department]. [We/I] think you would be a great fit as an [position title] and [we/I] would like to offer you the position at $[hourly wage] hour.

This offer of employment is pending as the following:
- [please list any hiring qualifications, background checks, etc.]

If any of these are not met, employment may be rescinded or delayed.

Please confirm your acceptance of this offer by replying to this email.

Before you begin, we have some paperwork that needs to be completed. This will be emailed to you directly. Please complete as soon as possible upon receipt, as you cannot begin until this is completed.

If your plans have changed and you are no longer interested in this position, please let me know.

Thank you for your interest and I look forward to working with you!

[signature]

Dear [Candidate Name]:

[We/I] appreciate the time you took to apply for our [position] opening with [Department]. Unfortunately, we have chosen to proceed with additional applicants.

[We/I] enjoyed getting to know you through this process. [Consider providing constructive feedback on employee’s interview]. [We/I] would like to thank you for applying and giving us the opportunity to learn about your skills and accomplishments.

We wish you success with your current job search and with your educational endeavors. We appreciate your interest in [Department].

Sincerely,

[Signature]
Interview Guide

Preparing Interview Questions

• Use career competency based questions

During the Interview

• Ask purposeful questions and use active listening techniques
• Allow time for candidates to ask questions
• Give timeline of when to expect a decision response

After the Interview

• Stay in touch and follow up with all applicants within one week of finishing interviews
• Remove job posting if a candidate is hired
Sample Interview Questions

Behavioral
- What do you believe sets you apart from all other candidates?
- If hired, what experience or knowledge do you want to gain?

Personality
- How do you start a new task? (dive in, reflect, make a list, etc.)
- How do you handle stress? Give me an example of a time of when you navigated a stressful situation.
- How would previous coworkers describe you?
Sample CRC Interview Questions

Collaboration & Teamwork

• How would you foster a collaborative environment?
• Talk about a time when you had to achieve consensus in a group disagreement. What was the outcome?

Communication

• Have you ever talked to an angry customer? If so, how did you manage the situation?
• Give an example of a time you used facts and reason to persuade another person to take action.
• Describe a time when you were assigned a project without clear direction. What did you do?
Sample CRC Interview Questions

Critical Thinking and Problem Solving

• How do you determine what the top priorities are at work?
• Describe a time you took a creative approach to a project you have completed. What was the outcome?

Intercultural Perspectives

• What experience(s) have you had working with others who come from diverse backgrounds?
• Give a specific example of how you have helped create an environment where differences are valued, encouraged and supported.
• How would you promote inclusion within your role?
Sample CRC Interview Questions

Leadership
- Talk about delegating projects, and name a time when you felt you were successful at doing this.
- Talk about a time when you took charge of a group and led it to achieve a desired goal.

Learning and Application
- Talk about a time when you were given a job or assignment where you had no prior training. How did you learn to do the job? How did it work out?
- What coursework have you taken that would be relevant to this position?
Sample CRC Interview Questions

Professionalism

• How do you view professionalism? Share what you believe are professional behaviors.
• Tell us about a specific time when you had to handle a tough problem which challenged fairness or ethical issues.

Technology

• Give an example of an assignment, which you have recently worked on, that involved the learning of a new technical skill.
• Talk about a time when you had to explain a complex technical idea to someone with little knowledge in that subject.
Case Study: Recreation Services

**Introduce**
- Job Description
- Fall Kick-Off

**Emphasize**
- Using Career Ready Language
- Supervisor Toolkit
- Awards

**Assess**
- CRC Evaluation
- Reflection Exercises
Facility Attendant
• Customer service, hourly rounds of facility, enforce gym specific policies, and record participation numbers in facility
(Communication)
• Checkout equipment to patrons for workouts, clean equipment and manage gym floor, run the laundry through and make sure towels and staff shirts are clean and ready for use. (Technology)
• Activate the emergency action plan (EAP) in the case of an emergency. (Critical Thinking and Problem Solving)
Emphasize

Using Career Ready Language
Supervisor Toolkit
Awards
### Career Readiness Evaluation

**Reflection Exercises**

**My Experience**

<table>
<thead>
<tr>
<th>Job Duties/Responsibilities</th>
<th>What I Actually Do</th>
<th>Competencies Developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work front desk, organize, clean, body fat assessments</td>
<td><strong>Check clients in on fusion and people in for classes. Answer phone at the desk and help answer everyone’s questions! Make sure the desk is clean and organized, it is the first thing people see when coming into the suite.</strong></td>
<td><strong>Communication</strong> – I think I develop communication in the front desk position the most. Being the first face, you see when you walk into the sweet is important. People also are coming to you and calling in with questions so it is important to always have a positive and helpful attitude with others.</td>
</tr>
</tbody>
</table>
Career Readiness Evaluation Results

How do you feel your work experience with Recreation Services has contributed to the improvement of the following competencies?

- Collaboration/Teamwork
- Critical Thinking/Problem Solving
- Leadership
- Technology
- Professionalism
- Communication
- Intercultural Perspectives
- Learning & Application

Survey sent out once a semester.
Set Expectations

- Position Description
- Group Interviews
- Tutor Handbook & Quiz
- Tutor Orientation

Emphasize

- Tutor Workshops
- Feedback from Tutees

Assess

- Peer Observations by Tutor Mentors
- Tutor Survey
- Class Climate Survey by Tutees
Example: Tutors

Intercultural Perspectives: Understand personal identities, and value, respect, and learn from divergent viewpoints. Demonstrate openness, inclusiveness, and the ability to interact respectfully with all people and appreciate individuals’ differences.

• Tutors will practice empathy for and understanding of diverse groups of students
• Tutors will examine their own ideas and educational background
• Tutors will consider different personal identities to create a comfortable learning environment
Tutor Workshops

LEARN HOW TO LEARN

Academic Success Center
Tutoring Services
Spring 2020

LEARNING OUTCOMES

• Define critical thinking
• Articulate ways students can take responsibility for their learning
• Describe the importance of connecting previous knowledge to new knowledge

CRITICAL THINKING

Think-Pair-Share:
• What is critical thinking?
• How do you promote critical thinking in your tutoring sessions?
  o Provide examples
Tutor Survey

Being a tutor helped me improve in these areas:

Top 3 = Leadership, Communication, Learning & Application

Open-ended reflection questions:

- What has been your favorite part of being a tutor?
- How will the skills you have gained help you in your future?
Alternative Position Description Option

Example: Cyclone Aides

Being a Cyclone Aide will allow you to develop under each of the Career Readiness Competencies:


- Introduce new students and their families to campus resources through presentations, serving on panels, and providing campus and residence hall tours (P, C)
- Serve on a committee to plan and implement Destination Iowa State programming (C/T, L, L/A, CT/PS, IP, T)
Career Readiness Assessment

How do we demonstrate the following?

1) Student growth in the career readiness competencies as a result of student employment.

2) Student recognition of their own growth.

Tools for assessing student behaviors

1. Pre-post student assessment
2. Supervisor observation

<table>
<thead>
<tr>
<th>Competency</th>
<th>Example Behaviors</th>
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<tbody>
<tr>
<td>Collaboration and Teamwork</td>
<td>• Works well with people who come from diverse backgrounds</td>
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<tr>
<td></td>
<td>• Contributes to team goals</td>
</tr>
<tr>
<td>Communication</td>
<td>• Changes communication style based on audience</td>
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<tr>
<td></td>
<td>• Follows written and verbal directions</td>
</tr>
<tr>
<td>Professionalism</td>
<td>• Arrives to work on time or early</td>
</tr>
<tr>
<td></td>
<td>• Completes tasks on time and accurately</td>
</tr>
<tr>
<td>Intercultural Perspectives</td>
<td>• Respects those who come from different backgrounds</td>
</tr>
<tr>
<td></td>
<td>• Contributes to welcoming environment for self and co-workers</td>
</tr>
<tr>
<td>Leadership</td>
<td>• Takes initiative when appropriate</td>
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<td></td>
<td>• Builds meaningful relationships with others</td>
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<tr>
<td>Learning and Application</td>
<td>• Learns new skills directly related to job</td>
</tr>
<tr>
<td></td>
<td>• Reflects on how job skills inform academic experiences</td>
</tr>
<tr>
<td>Critical Thinking and Problem Solving</td>
<td>• Identifies past solutions that apply to new problems</td>
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<tr>
<td></td>
<td>• Makes decisions when needed</td>
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<tr>
<td>Technology</td>
<td>• Writes professional emails</td>
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<tr>
<td></td>
<td>• Uses technology responsibly and appropriately</td>
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</tbody>
</table>
Career Readiness Competencies Usage Cycle

- Introduce
- Emphasize
- Assess
- Reflect

Set Expectations
What questions do you have?

Email: jasonv@iastate.edu