

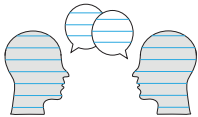
# CAREER READINESS COMPETENCIES

ISU has made a commitment to developing core career competencies that will help our graduates be successful through the job search process and in the workplace. Through the academic curriculum, extracurricular offerings, and experiential learning, ISU students will develop and improve these competencies so they are competitive in any job market.

**Career Readiness** is the attainment and demonstration of 8 requisite competencies that broadly prepare college graduates for a successful transition into the workplace.\*



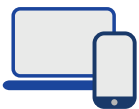
**Critical Thinking/Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.



**Oral/Written Communications:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.



**Teamwork/Collaboration:** Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work with a team structure, can negotiate, and manage conflict.



**Digital Technology:** Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.



**Leadership:** Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.



**Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, time workload management, and understanding the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.



**Global/Intercultural Fluency:** Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.

*\*View Career Management competency content on reverse side.*

# Career Management

**Identify** and **articulate** one's skills, strengths, knowledge, experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

## Career Assessment and Review:

**Freshmen Year:** Focus 2 Career completion prior to New Student Orientation, reflection during NSO. Focus 2 Career results reviewed in COMM 101.

**Junior Year:** Revisit Focus 2 results; Students complete a guided writing assignment that links their personal interests with their discipline and outline an action plan to grow as a professional in the discipline.

**Senior Year:** Complete StrengthsFinder assessment and write reflection on results.

## Professional Identity Activity:

**Freshmen Year:** Labor market research of career fields/job titles related to major – what companies, job titles exist, what is the need in the market, salary averages, qualifications needed to get these jobs. Utilize OOH, Candid Career, What Can I Do With This Major, and Focus 2 to conduct research.

**Sophomore Year:** Informational interview with someone working in your desired career field. Complete pre-set interview questions and write summary paper.

**Junior Year:** Students participate in a college or departmental on-campus conference –requirement linked to a course.

## Résumé Writing and Review:

**Freshmen Year:** Draft a résumé according to the Résumé & Cover Letter Writing Guide and the provided industry-specific résumé samples. Assign grade according to resume rubric.

**Senior Year:** Revision in preparation for job search or graduate school application. Assign grade according to resume rubric. Upload graded document to Handshake.

## Cover Letter Writing and Review:

**Sophomore Year:** Draft a cover letter in response to a job description found online according to the Résumé & Cover Letter Writing Guide. Assign grade according to cover letter rubric.

**Senior Year:** Cover letter revision in preparation for job search or graduate school applications. Assign grade according to cover letter rubric.

## Mock Interview:

**Sophomore Year:** Complete a practice interview using online platforms provided by the Career Center. Faculty can submit industry specific questions to the Career Center for inclusion in major/class specific interview protocols.

**Junior Year:** Alumni/Recruiter Departmental Mock Interview Days.

## Identification of Unique Selling Points:

**Junior Year:** Essay/Paper making a connection between the 8 NACE competencies and their experiences. Identify how/when you developed that competency and give an example of how you will demonstrate this competency in your proposed career field.

**Senior Year:** Essay/Reflection paper describing 2 skills and/or experiences that set you apart from the others in your major/other applicants.

## 3 Career/Professional Development Workshops:

A variety of career/professional development content is presented through workshops, panel discussions, departmental guest speakers, university speaker events, webinars, podcasts, etc. or faculty pre-approved workshops. Content may be presented inside and/or outside the classroom.

## Experiential Learning:

Experiential Learning can include undergraduate research, creative and artistic activity, work-based experiences, study abroad/cultural immersion, community/civic engagement, or other activity that makes sense to the specific discipline.

## Career Fair/Employer Event Attendance:

Attendance at an event where students have an opportunity to interact with companies that hire students. Students should have exposure to company representatives and hiring managers. Obtain through attendance at a university sponsored career fair, department sponsored recruiter panel, mini fair, employer field trip, etc.

## Networking Event:

Students should have an opportunity to practice meeting and conversing with professionals, including alumni in a variety of fields and backgrounds. They can accomplish this through attending an etiquette dinner, networking night or community professional event (Terre Haute Young Leaders luncheons, Chamber of Commerce breakfast, etc.), or departmental/college-sponsored networking event.