

Mindset – Clemson wants to empower you to achieve your educational and professional goals. To be successful in life after Clemson, you'll need to polish skills you already have, develop skills you don't, and apply them in a variety of settings. This tool will help you identify how to – UNLEASH YOUR INNER TIGER.

Why – Employers and graduate/professional schools want you to demonstrate the knowledge, skills and attitude (a.k.a. competency) necessary for success in their respective environments.

Who – You play the pivotal role, but Clemson will provide opportunities to develop skills essential to your success.

What – For these key competencies, Clemson has defined five proficiency levels: awareness, basic, intermediate, advanced, and expert.

Where – While at Clemson, you will have opportunities to develop these competencies through classes, clubs, organizations, internships, co-ops, part-time jobs, assistantships, Creative Inquiry, research, study abroad, volunteering, special projects, etc....

When – Take steps throughout the year to increase your proficiency in multiple competencies.

How – You can go through the – Learn, Act, Flex, Succeed – cycle to gain proficiency in these or any other competencies.



LEARN, ACT, FLEX **SUCCEED**

UNLEASH YOUR INNER TIGER

CLEMSON
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PROFESSIONAL DEVELOPMENT

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DETERMINING YOUR PROFICIENCY – COMMUNICATION

Use the descriptions to determine your current and desired level of proficiency

| Engagement | | |
|--|--|--|
| Communication | Collaboration | Leadership |
| Engaging in dialogue that leads to productive outcomes and points of connection by effectively articulating one's self to individuals within and outside of one's industry or area of expertise. | Developing authentic and mutually beneficial relationships by valuing everyone and taking responsibility for one's role within a team. | Being able to recognize, respect, develop, and capitalize on the unique strengths of individuals from all backgrounds and being an active member in a group that achieves a shared vision. |
| Level of Proficiency | Description | |
| Awareness <i>theoretical knowledge</i> | <ul style="list-style-type: none"> Recognizes the benefits and limitations of different communication methods Understands the importance of listening and composing clear messages that include providing ideas and supporting information suitable to different audiences and purposes | |
| Basic <i>limited experience</i> | <ul style="list-style-type: none"> Verifies understanding of others' perspectives and considers impact of different communication methods Tailors communication to audience without losing sight of intended outcome | |
| Intermediate <i>practical application</i> | <ul style="list-style-type: none"> Uses appropriate and emerging communication methods that foster dialogue and productive outcomes Adapts messages, supporting information, and materials to others' learning styles, languages, cultural backgrounds, and levels of understanding | |
| Advanced <i>extensive experience and application</i> | <ul style="list-style-type: none"> Creates comprehensive communication plans resulting in productive outcomes and points of connection Anticipates others' reactions and prepares for questions and counter-arguments when presenting complex or sensitive information within and outside of one's industry or area of expertise | |
| Expert <i>recognized for mastery and attainment in all areas</i> | <ul style="list-style-type: none"> Models inclusive communication and assists others in developing strategic communication plans Seeks continual feedback to verify effectiveness and areas for improvement without being defensive | |



DETERMINING YOUR PROFICIENCY – COLLABORATION

Use the descriptions to determine your current and desired level of proficiency

| Engagement | | |
|--|---|--|
| Communication | Collaboration | Leadership |
| Engaging in dialogue that leads to productive outcomes and points of connection by effectively articulating one's self to individuals within and outside of one's industry or area of expertise. | Developing authentic and mutually beneficial relationships by valuing everyone and taking responsibility for one's role within a team. | Being able to recognize, respect, develop, and capitalize on the unique strengths of individuals from all backgrounds and being an active member in a group that achieves a shared vision. |
| Level of Proficiency | Description | |
| Awareness <i>theoretical knowledge</i> | <ul style="list-style-type: none"> Understands the process of building authentic relationships in a variety of settings Understands characteristics of high-performing teams and how individuals can contribute to their success | |
| Basic <i>limited experience</i> | <ul style="list-style-type: none"> Engages in conversations that contribute to authentic and mutually beneficial relationships Contributes to a team-based initiative and observes how different teams function and value members | |
| Intermediate <i>practical application</i> | <ul style="list-style-type: none"> Makes authentic connections with a variety of people and builds mutually beneficial relationships Encourages others to contribute to a team and models effective team membership by valuing others and meeting commitments | |
| Advanced <i>extensive experience and application</i> | <ul style="list-style-type: none"> Establishes a network of peers, faculty, staff, alumni, and individuals across a broad spectrum and utilizes relationships in mutually beneficial ways Creates positive and supportive team environments by accepting responsibility, valuing others, and sharing relevant information or resources to help others | |
| Expert <i>recognized for mastery and attainment in all areas</i> | <ul style="list-style-type: none"> Serves as a facilitator for individuals seeking to build networks and to learn how to utilize networks in mutually beneficial ways Asked for advice on how to build and facilitate high-performing teams | |



DETERMINING YOUR PROFICIENCY – LEADERSHIP

Use the descriptions to determine your current and desired level of proficiency

| Engagement | | |
|--|---|--|
| Communication | Collaboration | Leadership |
| Engaging in dialogue that leads to productive outcomes and points of connection by effectively articulating one’s self to individuals within and outside of one’s industry or area of expertise. | Developing authentic and mutually beneficial relationships by valuing everyone and taking responsibility for one’s role within a team. | Being able to recognize, respect, develop, and capitalize on the unique strengths of individuals from all backgrounds and being an active member in a group that achieves a shared vision. |
| Level of Proficiency | Description | |
| Awareness <i>theoretical knowledge</i> | <ul style="list-style-type: none"> • Acknowledges respecting and capitalizing on everyone’s unique strengths contributes to a stronger society • Understands leadership is about groups developing and working towards achieving a shared vision | |
| Basic <i>limited experience</i> | <ul style="list-style-type: none"> • Observes how others recognize, respect, develop, and capitalize on the unique strengths of individuals from all backgrounds • Participates in groups where there is an opportunity to contribute achieving a shared vision | |
| Intermediate <i>practical application</i> | <ul style="list-style-type: none"> • Recognizes, respects, develops, and capitalizes on individuals’ unique strengths from all backgrounds • Encourages discussion where individuals can express different points of view to develop a shared vision | |
| Advanced <i>extensive experience and application</i> | <ul style="list-style-type: none"> • Optimizes the unique strengths of individuals that creates inclusive and collaborative environments • Empowers others to achieve a shared vision and communicates group accomplishments to stakeholders | |
| Expert <i>recognized for mastery and attainment in all areas</i> | <ul style="list-style-type: none"> • Capitalizes on the opportunity to connect individuals across disciplines to leverage strengths • Serves as a conduit to assist groups in aligning objectives with broader organizational or global objectives | |



DETERMINING YOUR PROFICIENCY – ADAPTABILITY

Use the descriptions to determine your current and desired level of proficiency

| Innovation | | |
|---|--|--|
| Adaptability | Analytical Skills | Technology |
| Taking the initiative to further enhance one's skill set and being creative with ways of thinking or approaches that allow for action, reflection, failure, and resilience in an ever-changing world. | Seizing the opportunity for organizational improvement that prompts critical thinking and problem solving by obtaining, processing, and synthesizing information. | Employing current and emerging software and tools to solve general and industry-specific challenges. |
| Level of Proficiency | Description | |
| Awareness <i>theoretical knowledge</i> | <ul style="list-style-type: none"> Recognizes one's skills and abilities to creatively approach action, reflection, failures, and resilience Acknowledges that new approaches and ways of thinking can be beneficial | |
| Basic <i>limited experience</i> | <ul style="list-style-type: none"> Incorporates feedback to develop and enhance skills Consider new approaches to problems when current methods are not yielding desired outcomes | |
| Intermediate <i>practical application</i> | <ul style="list-style-type: none"> Solicits feedback from a variety of individuals to determine if skill proficiency has increased Uses past experiences and new knowledge to solve challenges and views failure as an opportunity for development and creativity | |
| Advanced <i>extensive experience and application</i> | <ul style="list-style-type: none"> Seeks means to enhance skill set and possesses the ability to evaluate personal proficiency level Promotes creative solutions and works across disciplines to conquer challenges and recognizes that failure is part of the learning experience | |
| Expert <i>recognized for mastery and attainment in all areas</i> | <ul style="list-style-type: none"> Serves as a resource to others on developing the skills and abilities to creatively approach action, reflection, and failures necessary to remain relevant in an ever-changing world Anticipates changes in industries and disciplines that demand long-range planning, creative solutions, and flexibility | |



DETERMINING YOUR PROFICIENCY – ANALYTICAL SKILLS

Use the descriptions to determine your current and desired level of proficiency

| Innovation | | |
|---|---|--|
| Adaptability | Analytical Skills | Technology |
| Taking the initiative to further enhance one's skill set and being creative with ways of thinking or approaches that allow for action, reflection, failure, and resilience in an ever-changing world. | Seizing the opportunity for organizational improvement that prompts critical thinking and problem solving by obtaining, processing, and synthesizing information. | Employing current and emerging software and tools to solve general and industry-specific challenges. |
| Level of Proficiency | Description | |
| Awareness <i>theoretical knowledge</i> | <ul style="list-style-type: none"> • Aware of methods to obtain, process, and synthesize different kinds of information • Possesses knowledge of how to use information to identify and solve problems | |
| Basic <i>limited experience</i> | <ul style="list-style-type: none"> • Begins to practice obtaining, processing, and synthesizing different kinds of information • Utilizes information to critically examine pre-identified problems, solve them, and understand how the solutions could contribute to organizational improvements | |
| Intermediate <i>practical application</i> | <ul style="list-style-type: none"> • Employs different methods of obtaining, processing, and synthesizing information • Utilizes information to critically examine self-identified problems, solve them, and understand how the solutions could lead to organizational improvements | |
| Advanced <i>extensive experience and application</i> | <ul style="list-style-type: none"> • Weighs the impact of different methods to collect, process, and synthesize information • Identifies areas of organization improvement and suggests a plan to obtain, process, and synthesize information that would result in a recommendation for a course of action | |
| Expert <i>recognized for mastery and attainment in all areas</i> | <ul style="list-style-type: none"> • Consulted as a resource on different methods to collect, process, and synthesize information • Promotes and maintains a culture where others are able to imagine alternatives and are empowered to identify and solve problems that lead to organizational improvement | |



DETERMINING YOUR PROFICIENCY – TECHNOLOGY

Use the descriptions to determine your current and desired level of proficiency

| Innovation | | |
|---|--|--|
| Adaptability | Analytical Skills | Technology |
| Taking the initiative to further enhance one's skill set and being creative with ways of thinking or approaches that allow for action, reflection, failure, and resilience in an ever-changing world. | Seizing the opportunity for organizational improvement that prompts critical thinking and problem solving by obtaining, processing, and synthesizing information. | Employing current and emerging software and tools to solve general and industry-specific challenges. |
| Level of Proficiency | Description | |
| Awareness <i>theoretical knowledge</i> | <ul style="list-style-type: none"> • Knows of current and emerging software and tools available • Understands that current and emerging software and tools can be used to solve general and industry-specific challenges | |
| Basic <i>limited experience</i> | <ul style="list-style-type: none"> • Has a basic command of current and emerging software and tools and requires assistance using them • Uses basic software and tools to solve some general and industry-specific challenges | |
| Intermediate <i>practical application</i> | <ul style="list-style-type: none"> • Is comfortable using current and emerging software and tools and troubleshoots independently before needing to seek assistance from others • Begins to compare the potential of different software and tools to solve more complex general and industry-specific challenges | |
| Advanced <i>extensive experience and application</i> | <ul style="list-style-type: none"> • Is fluent in current and emerging software and tools, able to independently troubleshoot, and begins to see opportunities for integration of software and tools • Articulates strengths and shortcomings of current and emerging software and tools in solving sophisticated general and industry-specific challenges | |
| Expert <i>recognized for mastery and attainment in all areas</i> | <ul style="list-style-type: none"> • Recognized as a resource on current and emerging software and tools and possesses a firm knowledge on how current and emerging software and tools can be integrated • Sought out by others on how technology can help solve general and industry-specific challenges | |



DETERMINING YOUR PROFICIENCY – SELF-AWARENESS

Use the descriptions to determine your current and desired level of proficiency

| Professionalism | | |
|---|--|---|
| Self-Awareness | Integrity & Ethics | Brand |
| Understanding one’s strengths, limitations, emotions, and biases in a variety of situations and articulating how one’s interests, skills, and values align with educational and professional goals. | Making choices and consistently acting in a manner that displays integrity (following internal principles, morals, and values) and ethics (following external laws, rules, and norms) in personal and professional settings. | Demonstrating the continual development of a positive impression or image in every facet of life while seeking feedback from others to ensure congruence between one’s intended and perceived reputation. |
| Level of Proficiency | Description | |
| Awareness <i>theoretical knowledge</i> | <ul style="list-style-type: none"> • Is mindful of one’s strengths, limitations, emotions, and biases by taking classes, assessments, etc... • Seeks out opportunities to learn about how interests, skills, and work values intersect | |
| Basic <i>limited experience</i> | <ul style="list-style-type: none"> • Recognizes how others are aware of their strengths, limitations, emotions, and biases in different settings • Articulates how one’s interests, skills, and work values inform align with educational and professional goals | |
| Intermediate <i>practical application</i> | <ul style="list-style-type: none"> • Applies strengths, acknowledges limitations, manages emotions, and overcomes biases in various settings • Sets educational and professional goals that reflect one’s interests, skills, and work values | |
| Advanced <i>extensive experience and application</i> | <ul style="list-style-type: none"> • Recognizes and adjusts how one applies strengths, acknowledges limitations, manages emotions, and overcomes biases based on different environments and contexts • Ongoing attainment and reevaluation of educational and professional goals that reflect one’s interests, skills, and work values | |
| Expert <i>recognized for mastery and attainment in all areas</i> | <ul style="list-style-type: none"> • Applies strengths, acknowledge limitations, manage emotions, and overcome biases in most areas of one’s life, including novel or stressful ones • Adjusts educational and professional goals based on one’s interests, skills, and work values even when difficult | |



DETERMINING YOUR PROFICIENCY – INTEGRITY & ETHICS

Use the descriptions to determine your current and desired level of proficiency

| Professionalism | | |
|---|--|---|
| Self-Awareness | Integrity & Ethics | Brand |
| Understanding one’s strengths, limitations, emotions, and biases in a variety of situations and articulating how one’s interests, skills, and values align with educational and professional goals. | Making choices and consistently acting in a manner that displays integrity (following internal principles, morals, and values) and ethics (following external laws, rules, and norms) in personal and professional settings. | Demonstrating the continual development of a positive impression or image in every facet of life while seeking feedback from others to ensure congruence between one’s intended and perceived reputation. |
| Level of Proficiency | Description | |
| Awareness <i>theoretical knowledge</i> | <ul style="list-style-type: none"> • Understands the difference between integrity and ethics • Possesses the desire to do act rightly in personal and professional settings | |
| Basic <i>limited experience</i> | <ul style="list-style-type: none"> • Thinks about how a commitment to integrity and ethics has and continues to guide decisions and actions in personal and professional settings • Asks others how their decisions and actions are guided by a commitment to integrity and ethics | |
| Intermediate <i>practical application</i> | <ul style="list-style-type: none"> • Exhibits a commitment to integrity and ethics –walks the talk– and seeks feedback from others to guide decisions and actions in personal and professional situations • Recognizes personal and professional situations can involve genuine dilemmas, which differ from questions with one correct answer and require an exercise of judgment one must be prepared to defend | |
| Advanced <i>extensive experience and application</i> | <ul style="list-style-type: none"> • Exhibits a commitment to integrity and ethics –walks the talk– when making decisions/acting in personal and professional situations and challenges others when integrity and ethics aren’t considered • Evaluates implications of different courses of action (e.g., likely consequences) that can have an impact on others or one’s profession/organization, as well as one’s self (character/brand) | |
| Expert <i>recognized for mastery and attainment in all areas</i> | <ul style="list-style-type: none"> • Focuses on the greater good while consistently showing one’s commitment to integrity and ethics in making decisions/acting in personal and professional situations. • Sought out by others for guidance in understanding what is entailed by one’s commitment to integrity and ethics. | |



DETERMINING YOUR PROFICIENCY – BRAND

Use the descriptions to determine your current and desired level of proficiency

| Professionalism | | |
|---|---|---|
| Self-Awareness | Integrity & Ethics | Brand |
| Understanding one’s strengths, limitations, emotions, and biases in a variety of situations and articulating how one’s interests, skills, and values align with educational and professional goals. | Making choices and consistently acting in a manner that displays integrity (following internal principles, morals, and values) and ethics (following external laws, rules, and norms) in personal and professional settings. | Demonstrating the continual development of a positive impression or image in every facet of life while seeking feedback from others to ensure congruence between one’s intended and perceived reputation. |
| Level of Proficiency | Description | |
| Awareness <i>theoretical knowledge</i> | <ul style="list-style-type: none"> • Reflects on one’s current reputation in personal, educational, professional, and online settings • Appreciates how the perceptions of others are important | |
| Basic <i>limited experience</i> | <ul style="list-style-type: none"> • Considers what one wants to be known for in personal, educational, professional, and online settings • Tries to intentionally align one’s intended and perceived reputation by applying unsolicited feedback | |
| Intermediate <i>practical application</i> | <ul style="list-style-type: none"> • Invests in reflecting on and developing the necessary knowledge, skills, and attitudes that lead to making a positive impression in personal, educational, professional, and online settings • Tries to align one’s intended and perceived reputation by seeking feedback from individuals one trusts | |
| Advanced <i>extensive experience and application</i> | <ul style="list-style-type: none"> • Develops knowledge, skills, and attitudes that lead to making a positive impression in every facet of life • Achieves congruence through communicating one’s attributes into benefits for organizations by being openly seeking and accepting feedback from peers, faculty, staff, alumni, and professionals | |
| Expert <i>recognized for mastery and attainment in all areas</i> | <ul style="list-style-type: none"> • Serves as a resource to others seeking help with developing the knowledge, skills, and attitudes that lead to making a positive impression in every facet of life • Supports others as they attempt to achieve congruence between their intended and perceived reputations | |