



# UNLEASH YOUR INNER TIGER

## Faculty/Staff Toolkit for Competency-Related Learning Opportunities and Programming

Clemson University aims to empower students to achieve their educational and professional goals. To be successful in life after Clemson, students will need to polish skills they already have, develop skills they don't, and apply them in a variety of settings. Faculty and staff already help undergraduate and graduate students develop the competencies employers and graduate/professional schools seek. By using a common framework to help students realize the competencies they are developing, how to articulate them, and how to continue developing them will better prepare students to meet the demands of an evolving world and - **UNLEASH THEIR INNER TIGER.**

As a result of our Tigers Only Day in May 2017, where we discussed making a competency initiative institution-wide, participants suggested a resource to help campus partners plan opportunities to help undergraduate and graduate students understand the importance of developing competencies and how to articulate them. In addition to coordinating opportunities that leverage faculty and staff, events incorporating alumni employers, and/or graduate/professional schools allow you to leverage their perspectives and advice.

Regardless of the style of one-one-one conversations with undergraduate and graduate students or the events you coordinate, the CCPD has several resources available to support your efforts. In the following packet and online, you have access to the following resources.

### LEARNING OPPORTUNITIES & PROGRAMMING IDEAS OUTLINED IN THIS DOCUMENT

- Conducting Self-Assessment & Facilitating Follow-up Conversations (pages 2-3)
- Creating & Updating Professional Documents (page 4)
- Facilitating Panels (page 5)
- Organizing Mini-Mock Interviews (page 6)
- Quick Reference of Competencies (pages 7-8)

### ONLINE COMPETENCY RESOURCES

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li><a href="#">Undergraduate Student Career Plan</a></li> <li><a href="#">Graduate Student Career Plan</a></li> <li><a href="#">Transferable Skills</a></li> <li><a href="#">Resumes or Curriculum Vitae</a></li> <li><a href="#">Cover Letters</a></li> <li><a href="#">Personal Statements</a></li> <li><a href="#">Behavioral Interview Questions</a></li> <li><a href="#">Online Presence</a></li> <li><a href="#">Complete Packet of Proficiency Levels</a></li> <li><a href="#">Self-Assessment - Before &amp; After Experience</a></li> <li><a href="#">Proficiency Level Based Behavioral Interview Questions</a></li> <li><a href="#">Professional Development Planning Chart</a></li> <li><a href="#">Mock Interview Rubric - internships/full-time jobs</a></li> <li><a href="#">Mock Interview Rubric - graduate/professional school</a></li> </ul> | <ul style="list-style-type: none"> <li><a href="#">Student-Developed Competency Video</a></li> <li>Competency Logo for Web - <a href="#">jpg</a> <a href="#">png</a></li> <li>Competency Logo for Print - <a href="#">jpg</a> <a href="#">png</a></li> <li><a href="#">Quick Reference of Competencies</a></li> <li>Overview of Competencies - <a href="#">PDF</a></li> <li>Overview of Competencies - <a href="#">Power Point</a><br/><i>(if spacing of titles in Power Point is off, ensure the <a href="#">university font of Trade Gothic</a> installed on your device)</i></li> <li><a href="#">General Handouts</a></li> <li><a href="#">General Videos &amp; Workshops</a></li> <li>More competency resources coming soon!</li> </ul> |
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If there are additional resources the CCPD can develop, [let us know!](#) Additionally, the CCPD can connect with you prior to or during your experience. Together, we can prepare students for life after Clemson!

## CONDUCTING SELF-ASSESSMENTS & FACILITATING FOLLOW-UP CONVERSATIONS

It is common for industries and companies to identify competencies and develop corresponding rubrics to help employees determine their level of proficiency. With the assistance of faculty, the CCPD developed proficiency levels for each of the core competencies to mirror what students will see after they leave Clemson.

When working with the proficiency levels, it's important for faculty, staff and students to understand:

- Competency development occurs over a life-time thus no one expects undergraduate or graduate students to reach the expert level by the time they graduate;
- It isn't necessary to be an expert in every competency;
- Different industries, areas, or positions may require higher proficiencies levels in certain competencies allowing students to strategically identify experiences to help them develop;
- And having conversations to reflect on and articulate experiences is critical to helping determine and authenticate students' proficiency levels.

Whether students are in a class, part-time job, work study, volunteer role, internship, co-op, or club/organization, it's an opportunity for students to assess their competency development, identify where they want to be, and brainstorm ways to further develop. Faculty and staff can help students debrief after self-assessing to determine the accuracy of the evaluation.

Faculty/staff can facilitate these follow-up conversations in one-on-one or group settings. Examples could be:

- Individual or team projects
- Officer or new employee/intern training, transition, or retreat
- Service learning
- Study abroad
- Advisory boards
- Regularly scheduled meetings
- Intramurals

The CCPD hopes to have an online/electronic platform for ongoing tracking of competency development, so stay tuned! In the meantime, here are resources to assist you with conducting self-assessment and facilitating follow-up conversations.

- Introduce/provide context for Clemson's core competencies and proficiency levels using any of the below options:
  - Use the [Quick Reference of Competencies](#)
  - Use information from [Power Point slides](#)
  - [Share/show video](#) to frame the value of competencies
  - If you have a class or group, the CCPD can provide an overview of the competencies and share information about its programs and services. [Complete our request form.](#)
- Ask student(s) to assess where they are in their development
  - There are different ways to find the proficiency levels for each competency. First, there is a [pdf version](#) for easy printing that may work if students want to refer back to the proficiency levels during discussions and won't have access to the Internet. The second option is using the online versions. By selecting the individual competencies, the proficiency levels appear. <https://career.sites.clemson.edu/core/>
  - Students can use the [Complete Competencies and Proficiency Packet](#) and [Self-Assessment Answer Sheet](#) to note which proficiency level for each competency best describes where they are at this moment. The back of the document can serve as a follow-up after an experience for students to determine where they progressed as a result of a given experience.

- Potential questions to guide reflective conversations with students about their self-assessments
  - What are your thoughts after assessing where you currently are in developing the nine competencies?
  - How are you feeling after assessing where you currently are in developing the nine competencies?
  - Which competencies were easier or harder to determine your proficiency level?
  - What experiences did you think about when examining [insert any one of the competencies]?
  - What competencies would you like to further develop as a result of [insert name of experience]?
  - How do you think you can work on developing [insert any one of the competencies]?
  - What skill(s) within the competency do you want to develop? See [Transferable Skills](#) for examples
  - What experiences could would help you further develop [insert any one of the competencies]?
  - How do you think developing that skill would help you achieve your educational or professional goals?

- Even though demonstrating a competency is the best way to authenticate proficiency, using behavioral questions can serve as an alternative. Behavioral questions require describing a situation when students carried out a specific task or exhibited a certain behavior. It's more effective than asking a hypothetical question – what would you do if...? When students answer behavioral interview questions, using the STAR method helps students effectively and concisely communicate an experience.

|          |           |   |
|----------|-----------|---|
| <b>S</b> | Situation | Detail the background. Provide a context. Where? When?                        |
| <b>T</b> | Task      | Describe the challenge and expectation. What needed to be done? Why?          |
| <b>A</b> | Action    | Elaborate your specific action. What did you do? How? What tools did you use? |
| <b>R</b> | Results   | Explain the results: accomplishments, recognition, savings, etc. Quantify     |

- Use the [Behavioral Interview Questions](#) document to find questions aligned to different competencies. These questions are more general in relating to the competencies. By hearing or reading the students' answers, it will help determine if students accurately assessed their level of proficiency for the given competency.
- Use the [Proficiency-Based Behavioral Interview Questions](#) that are organized by the five proficiency levels of Awareness, Basic, Intermediate, Advanced, and Expert. Start by asking a student the question from the self-identified proficiency level for a given competency. If the student cannot identify an example to answer the question, ask a question from a different proficiency level.

- Ways to develop action plan to strategically develop competencies
  - Use the [Transferable Skills](#) document to help students see there are ways to concentrate developing in certain areas of a competency. Since this handout isn't an exhaustive list, use the back of the handout to brainstorm additional skills. Framing the conversation this way
  - Use the [Professional Development Planning Chart](#) as a planning tool. Fill in the semester and professional development opportunities the student will pursue in the corresponding semester related to each competency. Examples of professional development activities could be class, webinar, podcast, event, book, volunteer role, part-time job, position in a club or organization, internship, co-op, study abroad, conference, certification, training, etc... Help the student think through ways to develop over time without the pressure to develop in every area every semester.
  - The [campus training website](#) could be helpful in searching for campus opportunities that help faculty, staff, and students develop competencies. There is a search feature on the webpage that allow users to search by keywords. The webpage will link to departments' training pages. Encourage students to keep checking in case there aren't any current offerings due to the time of year.
  - In [Tiger Quest](#) students can search for different events, clubs, and organizations available at Clemson.

There isn't one "right" way to have conversations with students about developing and articulating their competencies or identifying how proficient they are. Faculty and staff can decide if a conversation should occur in one sitting or over time. The above suggestions and resources are to simply ways to support faculty and staff connecting with students about competencies.

## CREATING AND UPDATING PROFESSIONAL DOCUMENTS

If faculty and staff are either interested in helping students with their professional developments such as resumes and cover letters or students approach faculty and staff for assistance, it's a great opportunity to take advantage of the chance to bring competencies into the conversation. The following are resources and tips the CCPD can share to help everyone.

- **Brainstorming experiences** – If students are at the beginning stages of writing a resume, CV, cover letter, personal statement, LinkedIn profile or connecting experiences to competencies, there are [several handouts](#) that serve as a fillable worksheets. The goal is to help students understand all of the different ways they have developed competencies.
- **Building strong bullet point statements** – Bullet point statements should start with a strong verb and describe what a student accomplished or learned as a result of an experience. Quantifying where possible with #'s, \$'s, and %'s also provides context to someone who doesn't know all of the details of an experience – for example how many people were on the team or what was the amount of the budget managed? Use the [Transferable Skills](#) document to help brainstorm ways to begin bullet statements that connect skills to competencies. If students need help using a variety of verbs, there is a [handout with lists of verbs](#).
- **Connecting to position descriptions** – It's important to help students understand how professional documents should reflect how students have acquired competencies and skills listed in position descriptions. Once students have a good foundation for a resume, ask them to find a position description for an experience that interests them. Students can use resources like [ClemsonJobLink](#) or [Careershift](#) to begin searching for positions. (For help with how to use these resources, students can [visit the CCPD](#).) Go through the position description and highlight competencies, skills, qualifications, etc... Now it's time to see if everything highlighted in addressed somewhere in the resume. If there is anything missing, tailor the resume to this position, so the resume isn't missing any critical competencies, skills, qualifications, etc... The student should start to see connections between the competencies and words in the definitions and proficiency levels.
- **Providing additional resources** – If students are looking for examples or additional assistance prior to connecting with a career counselor at the CCPD, they can check out [additional online handouts](#).

Remember the [CCPD is available](#) to help any enrolled undergraduate and graduate student as well as first-year alumni. The CCPD provides one-on-one counseling, [workshops, and meet-ups](#) as options for assistance with a variety of topics. Faculty and staff can [request workshops](#) for their classes or use any of the [videos or pre-recorded workshops](#) provided online. Alumni who have been out of school for one year or longer can access [Alumni Career Services](#).

## FACILITATING PANELS

The CCPD has experienced success holding panels where employers share why competencies are important in the recruiting and hiring process and how they look for students who are actively developing these competencies. Guests can talk about all of the competencies or a subset of the competencies using the thematic clusters of engagement, innovation, and professionalism. The following is a format you could use to organize your panels comprised of alumni, employers, and/or graduate/professional school representatives or faculty. Prior to the panel, provide guests with a copy of the [Quick Reference of Competencies](#).

- Introduction by Clemson Faculty or Staff
  - Overview of Clemson's core competencies (resource - use information from [Power Point slides](#))
  - Show the [competency video](#) to attendees
- Facilitate Panel - potential questions related to the competencies - adapt to the type of panel you're conducting
  - Why are these competencies important to you when recruiting/hiring students for internships, co-ops, full-time positions, or graduate/professional school?
  - How do you determine if students possess these competencies during the recruiting/hiring/application process?
  - What advice do you have for students looking to increase their proficiency levels?
  - What advice do you have for students needing help articulating competencies on resumes or at interviews?
  - How do you help students develop these competencies at your organization or through your graduate/professional program?
  - How do you continue to develop these competencies in your own careers?
- Open the floor to questions from our students in attendance
- Remind students to seek ways to develop competencies on the [campus training website](#) or in [Tiger Quest](#)
- Allow students to network with panelists - using this format helps students feel comfortable approaching panelists

# ORGANIZING MINI-MOCK INTERVIEWS

Students need to practice articulating how they have developed the competencies and what value it brings to their next experience. Mock interviews provide an effective way to practice. In addition to a [free, virtual mock interview](#) option through ClemsonJobLink, the CCPD offers [mock interview appointments](#) to students. Departments or organizations can also organize mini-mock interviews. Below are resources to help organize mini-mock interviews.

- Format options
  - Alumni, employers, and/or graduate/professional school representatives, faculty or staff serve as the interviewers
  - Students can alternate between playing the role of the interviewer and the interviewee
  - Interviews can be between 15 and 30 minutes allowing students to rotate to multiple interviewers
  - Use a classroom open-space to allow one person to keep time for everyone – giving a 5 minute warning is helpful
  - Give interviewers 5 minutes to provide immediate feedback to student before switching to new interviewer
  - Have an overall debrief session at the end for students to hear overall tips from interviewers
  - Interviewers can select interview questions – ensuring to include competency-based behavioral interview questions
  - Coordinator can pre-determine questions for interviewers to ask – students could do three stations with questions from the engagement, innovation, and professionalism clusters
  - Could provide the rubric the CCPD uses when conducting mock interviews with students
  
- Introduction by Clemson Faculty or Staff
  - Overview of Clemson’s core competencies (resource – use information from [Power Point slides](#))
  - Show the [competency video](#) to attendees
  
- Resources
  - [Behavioral Interview Questions](#)
  - [Proficiency-Based Behavioral Interview Questions](#)
  - [Mock Interview Rubric – internships and jobs](#)
  - [Mock Interview Rubric – graduate/professional schools](#)
  - [Online Workshops with Interview Tips](#)
  - [Interview Handouts](#)



# UNLEASH YOUR INNER TIGER

Competencies for Clemson University Students to Develop and Articulate

|                   |                      |
|-------------------|----------------------|
| <b>Engagement</b> | <b>Communication</b> |
|                   | <b>Collaboration</b> |
|                   | <b>Leadership</b>    |

**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.

|                   |                          |
|-------------------|--------------------------|
| <b>Innovation</b> | <b>Adaptability</b>      |
|                   | <b>Analytical Skills</b> |
|                   | <b>Technology</b>        |

**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.

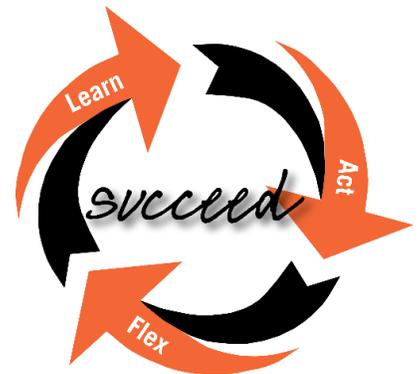
**Where** – While at Clemson, you will have opportunities to develop these competencies through classes, clubs, organizations, internships, co-ops, part-time jobs, assistantships, Creative Inquiry, research, study abroad, volunteering, special projects, etc....

|                        |                               |
|------------------------|-------------------------------|
| <b>Professionalism</b> | <b>Self-Awareness</b>         |
|                        | <b>Integrity &amp; Ethics</b> |
|                        | <b>Brand</b>                  |

**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  
*I think about the problems I want to solve and what I need to learn to solve them.*
- ✓ Act  
*I’m willing to act, try, and collaborate.*
- ✓ Flex  
*I see opportunities where others see defeat.*
- ✓ Succeed  
*There isn’t a standard definition for success and how to achieve it. I determine the journey.*





# UNLEASH YOUR INNER TIGER

Competencies for Clemson University Students to Develop and Articulate

|                        |                               |  |
|------------------------|-------------------------------|--|
| <b>Engagement</b>      | <b>Communication</b>          | 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.                             |
|                        | <b>Collaboration</b>          | Developing authentic and mutually beneficial relationships by valuing everyone and taking responsibility for one's role within a team.   |
|                        | <b>Leadership</b>             | 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.                                   |
| <b>Innovation</b>      | <b>Adaptability</b>           | 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.                        |
|                        | <b>Analytical Skills</b>      | Seizing the opportunity for organizational improvement that prompts critical thinking and problem solving by obtaining, processing, and synthesizing information.  |
|                        | <b>Technology</b>             | Employing current and emerging software and tools to solve general and industry-specific challenges.   |
| <b>Professionalism</b> | <b>Self-Awareness</b>         | 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.                          |
|                        | <b>Integrity &amp; Ethics</b> | 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. |
|                        | <b>Brand</b>                  | 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.                    |