



4th Annual  
**COMPETENCY SYMPOSIUM 2020**  
*Strategies for Institutional-wide Competency Development*

**Postponed**

The University of Texas at Austin  
Austin, TX

# Strategies for Institutional-wide Competency Implementation

Partnering Schools and Organizations



# CAREER READINESS

## for the New College Graduate

### A DEFINITION AND COMPETENCIES



Career readiness of college graduates is of critical importance in higher education, in the labor market, and in the public arena. Yet, up until now, “career readiness” has been undefined, making it difficult for leaders in higher education, work force development, and public policy to work together effectively to ensure the career readiness of today’s graduates.

In accordance with its mission to lead the community focused on the employment of the new college graduate, the National Association of Colleges and Employers (NACE), through a task force comprised of representatives from both the higher education and corporate sides, has developed a definition and identified competencies associated with career readiness for the new college graduate.

*Definition:*  
Career readiness is the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace.

### COMPETENCIES:

**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 within a team structure, and 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, and time workload management, and understand 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.

**Career Management:** Identify and articulate one’s skills, strengths, knowledge, and 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.

**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.

## USING THE DEFINITION AND COMPETENCIES

How do the definition and competencies help those focused on ensuring new college graduates have the skills necessary to enter and become part of a strong, productive work force?

The definition and competencies provide for development of strategies and tactics that will close the gap between higher education and the world of work. They lay the foundation for the work necessary to prepare college students for successful entry into the work force by:

- Providing a common vocabulary and framework to use when discussing career readiness metrics on campus, within employing organizations, and as part of national public policy.
- Establishing defined competencies as guidelines when educating and advising students.
- Establishing defined competencies to identify and assess when hiring the college educated.

## NOW AVAILABLE: CAREER READINESS RESOURCES

NACE members have generously shared a variety of resources designed to support your efforts in integrating career readiness into your programs and services. You can access those materials and measurements at [www.naceweb.org/career-readiness/competencies/career-readiness-resources](http://www.naceweb.org/career-readiness/competencies/career-readiness-resources).



**The National Association of Colleges and Employers**  
*Advancing college talent together*

Established in 1956, the National Association of Colleges and Employers (NACE) is the leading source of information on the employment of the college educated.

In carrying out its mission — to lead the community of professionals focused on the employment of the college educated by providing access to relevant knowledge, resources, insight, and relationships — NACE connects more than 9,000 college career services professionals at nearly 2,000 colleges and universities nationwide, and more than 3,200 HR/staffing professionals focused on university relations and recruiting, and business affiliates who serve this community.

Among colleges and universities, NACE represents more than 50 percent of all four-year colleges and universities in the United States, and 98 percent of all research universities. Approximately 30 percent of two-year public institutions count themselves as NACE members.

On the employer side, NACE members include mid-size and large national and global organizations, ranging from Fortune 500 organizations to start-up companies to government agencies. NACE employer members represent a wide range of industries, including finance, energy, retail, manufacturing, pharmaceuticals, insurance, consulting services (accounting, engineering, computer), government and nonprofits, and more.

Headquartered in Bethlehem, Pennsylvania, NACE forecasts trends in the job market; tracks, analyzes, and reports on outcomes for new college graduates by discipline, degree level, and type of school through its First-Destination Survey; monitors legal issues in employment, the job search, and hiring practices; and provides college and employer professionals with professional standards as well as an ethical framework by which both groups can work together to benefit the college-educated candidate. NACE provides its members with benchmarks and metrics; research; resources, including a survey of starting salaries for new college graduates, a quarterly journal, and a biweekly newsletter; and professional development opportunities.

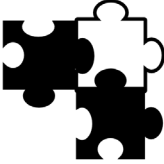
[www.naceweb.org](http://www.naceweb.org)



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# Survey the Land

## SWOT Analysis

As a team or as an individual, conduct an overall SWOT analysis to determine the context of your environment for taking a competency initiative institution/company/platform-wide from the lens of the pillars. What if everyone, regardless of department or position, played a role in the development and/or assessment of students' competency development?

<p><i><u>Pillar 1</u></i> <i>Conceptualization &amp; Planning</i></p> 	<p><u>Strengths</u></p>	<p><u>Weaknesses</u></p>
	<p><u>Opportunities</u></p>	<p><u>Threats</u></p>

<p><u>Pillar 2</u> Coalition Building</p> 	<p><u>Strengths</u></p>	<p><u>Weaknesses</u></p>
	<p><u>Opportunities</u></p>	<p><u>Threats</u></p>
<p><u>Pillar 3</u> Resources</p> 	<p><u>Strengths</u></p>	<p><u>Weaknesses</u></p>
	<p><u>Opportunities</u></p>	<p><u>Threats</u></p>

<p><i>Pillar 4 Assessment</i></p> 	<u>Strengths</u>	<u>Weaknesses</u>
	<u>Opportunities</u>	<u>Threats</u>

Taking Action with this Information

	<b>Opportunities</b> (external, positive)	<b>Threats</b> (external, negative)
<b>Strengths</b> (internal, positive)	<p><b>Strength-Opportunity strategies</b></p> <p>Which of the company's strengths can be used to maximize the opportunities you identified?</p>	<p><b>Strength-Threats strategies</b></p> <p>How can you use the company's strengths to minimize the threats you identified?</p>
<b>Weaknesses</b> (internal, negative)	<p><b>Weakness-Opportunity strategies</b></p> <p>What action(s) can you take to minimize the company's weaknesses using the opportunities you identified?</p>	<p><b>Weakness-Threats strategies</b></p> <p>How can you minimize the company's weaknesses to avoid the threats you identified?</p>

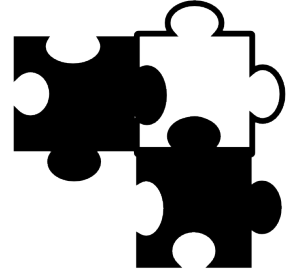
<http://articles.bplans.com/how-to-perform-swot-analysis/>

# Pour the Foundation

## Pillar 1 Conceptualization & Planning

### Description

Competency learning, development, and articulation should be made apparent and infused into the curriculum and co-curriculum to provide opportunities for students to actively demonstrate competency development and readiness. Framing programs, services, and one-on-one conversations around competencies provide students with multiple touchpoints throughout their time at the institution.



What have I/we ***done*** related to infusing competencies into the curriculum and co-curriculum to create multiple touchpoints for students?

What am I/are we ***planning to do*** related to infusing competencies into the curriculum and co-curriculum to create multiple touchpoints for students?

***New ideas*** generated today related to infusing competencies into the curriculum and co-curriculum to create multiple touchpoints for students

In what ways can competencies be articulated, discussed and lived (Institution-wide)?

How do we ensure that every student on our campus or in our community has equal access to competency development opportunities and experiences?

What are those access points? (Curricular, Co-Curricular, Work-Related Experiences)

How do you impact culture, so all stakeholders feel ownership of competency integration work?



# Utilities & Subcontractors

## Pillar 2 Coalition Building

### Description

The value of an institution-wide competency development and career readiness initiative that supports overall student success is apparent when strategic relationships result in the initiative being reflected in institution/division/ department strategic plans and general education. A common vocabulary and definitions for institution-identified competencies provides a shared understanding, buy-in, and brand. One area may take the lead in mobilizing stakeholders while refraining from solely owning the initiative.



### Identify Stakeholders

Who might/does care about competency development?

Where do they reside on the competency relationship continuum?

Who is directly or indirectly affected by the lack of or value of your competency development efforts?

<u>Unfamiliar</u>	<u>Awareness</u>	<u>Support</u>
<u>Engagement</u>	<u>Collaboration</u>	<u>Partnership</u>

Relationship to the Issues

Why is the current context the way it is?  
Who will advocate for change and who will resist?  
What critical moments or decisions made in the past within your institution/division/department has impacted them?

### Possible Outcomes

What are the desired outcomes?

What is the story that various stakeholders tell about themselves and their contributions or lack thereof to a competency initiative?

What things might your stakeholders lose if they go along with your initiative?

### Values

What do your stakeholders care most about?

What is motivating their behavior and decision making?

What other type of programs have your stakeholders responded to in the past? Why did they form those partnerships?

### Loyalties

Who are your stakeholders working on behalf of?

What bonds do they have with others in/among/outside the institution?

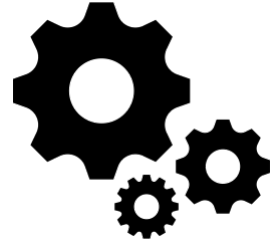
How should you brand your program to reach multiple stakeholders in different functional areas? If you have an existing programming, is your "brand" limiting its exposure?

# Customization

## Pillar 3 Resources

### Description

Institution-wide competency infusion may be achieved through new and re-purposed human and financial resources and single departmental or collaborative initiatives. It is imperative to keep a pulse on trends and issues affecting higher education and the evolving world to ensure an institution-wide approach and learning opportunities remain relevant.



Does your initiative have a “home” or lead “champion”?

If yes, discuss the positives and challenges associated with your current model.

If no, discuss where the initiative might best “live” on your campus and why.

What existing resources, programs, services and tools already exist on your campus that you have or might leverage?

- Share success stories of re-purposed programs.
- Share success stories of partnerships that leveraged others’ programs.
- Brainstorm additional programs that could be re-purposed and partnerships to leverage others’ programs.

What are some free resources that you have used or would like to use to support your initiative?

- Are there any existing university resources? (Ex. University calendar, writing center, speech center, student media, faculty training, etc.)
- Are there any online resources?

How are you keeping your campus community informed about trends?

- In addition to the possible sources we shared, where are you discovering relevant information?
- How do you share information?
- How do you customize your message to your audience?
- What is something that you can do to elevate this discussion on your campus?

# Inspection

## Pillar 4 Assessment

### Description

Competency development should be assessed at the micro and macros levels in curricular and co-curricular experiences. Collecting outcomes data will help individual students realize developmental progress and institutions focus on continuous improvement.



### Micro Discussion

What does assessment look like at the department level?

- Who is involved? Is there a committee? What role does institutional research play?
- Does assessment occur organically (when someone thinks to do it or happens here and there) or strategically (focused effort that aims to improve practices, operations, etc... and with a connection to larger division or institutional priorities)?
- What is the confidence level of those individuals collecting, analyzing, and sharing data in their ability to do so?
- What is the confidence level of those individuals receiving the data in the process and in their ability to do something with the data?

What is currently being assessed at the department level?

- What is being measured?
- When is assessment being done?
- Who are the gatekeepers of the data?
- Who owns the data or who can see what?
- Who is holding the purse strings to pay for the data gathering platforms or commercial instruments?

How do you currently assess competency development or articulation of competency development at the individual student level?

- In the curriculum?
- In the co-curriculum?
- Is there current assessment being done that can be reimagined or repurposed to include competencies?

What instruments or tools have you developed to create consistency?

- What, if any, technology is used to assist in this micro-level assessment?
- What are the pro's and con's of any technology being used?

How do you leverage relationships and partnerships to support assessment at the micro level and/or increase the self-efficacy of individuals coordinating assessment efforts?

How is data shared with stakeholders?

- Is it possible to make connections to strategic plans, goals, initiatives, etc...?
- How can data help tell a story that development/alumni affairs can promote?

## Macro Discussion

What does assessment look like at the institution level?

- Who is involved? Is there a committee? What role does institutional research play?
- Does collaboration around assessment occur organically (relationships built by individuals) or strategically (focused effort on consistently bringing key stakeholders together to leverage data, knowledge, and resources)?
- What is the confidence level of those individuals collecting, analyzing, and sharing data in their ability to do so?
- What is the confidence level of those individuals receiving the data in the process and in their ability to do something with the data?

How do you leverage relationships and partnerships to support assessment at the macro level and/or increase the self-efficacy of individuals coordinating assessment efforts in a way they haven't had to in the past?

- How do you influence pockets of the institution doing existing assessment to add or replace our competency assessment?
- What communication between silos occurs to leverage data at a macro level?

What is currently being assessed at the institution level?

- What is being measured?
- When is assessment being done?
- Who are the gatekeepers of the data?
- Who owns the data or who can see what?
- Who is holding the purse strings to pay for any data gathering platforms or commercial instruments?



How is general education or anything all students must take assessed?

- What, if any, connections are there to the competencies?
- Are there positive or negative feelings about these areas that could impact success at leveraging these options?

What, if anything, related to assessment is currently being outsourced using technology or what are you wanting to find a technology solution for related to assessment?

Are there ways to pull micro data in a way to make meaning at the macro level?

Are there ways to bring enrollment management or institutional research into the conversation along with other partners who have a stake in predictive analytics or big data?

How is data shared with stakeholders?

- Is it possible to make connections to strategic plans, goals, initiatives, etc...?
- How can data help tell a story that development/alumni affairs can promote?

# Divide & Conquer

## Affinity Groups

Explore what an institution-wide competency initiative looks like from your lens and how you are uniquely positioned to help students develop and articulate the competencies acquired. For employers, discuss how you can partner with institutions in different ways to support a competency initiative. Service providers, you can attend any of the sessions to hear what is needed in products and technology to support a competency initiative.

## Career Center Staff

How can you ensure your staff is fully versed in discussing competencies with students, faculty, and staff?

In what ways can you integrate competencies into the fabric of as many things as possible within the career center (handouts, website, social mediate, one-on-one counseling, workshops, presentations, experiential education courses, etc...)

If the institution has a de-centralized model of career services, hybrid model, or multi-campus model how can a centralized framework create a consistent message at the institution?

## Campus Partners

What do you feel like you need to understand about competencies to better support students' competency development and articulation?

What are the competencies you feel you are helping students develop as a result of your programs and involvement opportunities?

How are you uniquely positioned to help students understand and articulate the competencies they are developing because of your programs and involvement opportunities?

How could career center staff support you?

What competency resources would help you facilitate one-on-one or group conversations with your students?

## Faculty

In what ways does or could a competency development initiative positively impact your classes and students? What challenges can you foresee that may be possible to mitigate?

Considering what you know (or are learning) about competencies, what assignments or courses come to mind as good opportunities to articulate competencies to your students?

What role can faculty play in the vision for an institution-wide competency initiative at your campus? Who are the possible champions in the faculty with whom you can share career competencies? (Think expansively...not just the business faculty!)

How can you collaborate with career services, campus partners, employers, or other constituencies to promote competencies at your institution?

Is there one specific step or goal to complete in the next academic year to push competencies forward on your campus?

## Senior-Level Administrators

How could an institution-wide competency initiative align with any current strategic plans or quality enhancement plans?

If students could more effectively develop and articulate the competencies needed for the future, how would positively impact your institution's key performance indicators or metrics?

How are you uniquely positioned to support and promote an institution-wide competency initiative?

What information, data, etc... would you need to support and promote an institution-wide competency initiative?

What obstacles do you foresee in initiating or growing a competency initiative at your institution?

What opportunities do you see to bring faculty, campus partners, and career center staff together around this initiative?

## Employers

How are the competencies you and your organization are seeking in applicants reflected in position descriptions and your organization's mission, vision, and values?

How are your interview questions aligned with the competencies you are seeking in general and for specific positions?

What competency-related information appears in your onboarding and ongoing training/professional development?

How often are your employees evaluated and how do the evaluations align with competencies to allow students or new hires to understand where they are and where they need to further develop?

How can you help employees who are still students understand and practice articulating what they have learned because of their experience with you?

How have you or could you partner with career center staff, campus professionals and/or faculty to help students understand the competencies you want them to develop and how to potentially articulate them in a way that allows you to understand if they have what a successful employee would have?

# Close the Contract, Move-In, & Punch List

## Closing & Action Plan

Goals to Achieve Within the Next 30 Days

Goals to Achieve By the End of Summer 2019

Goals to Achieve By the End of Fall 2019

Goals to Achieve By the End of Spring 2020

Taking Back the Plan – Discussion Questions & Example Tracking Method

How do we take what we learned/our ideas/the action plan back?

Who do we involve? (be specific with individual and department names)

For institutions, develop a tracking method to chart when and how you will move individuals/departments along the continuum and who is the key connector to the individual/department.

Individual/Dept	Lead Person	Continuum – Current	Continuum - Desired	Timeline & Strategy
		___ - Unfamiliar ___ - Awareness ___ - Support ___ - Engagement ___ - Collaboration ___ - Partnership	___ - Awareness ___ - Support ___ - Engagement ___ - Collaboration ___ - Partnership	
		___ - Unfamiliar ___ - Awareness ___ - Support ___ - Engagement ___ - Collaboration ___ - Partnership	___ - Awareness ___ - Support ___ - Engagement ___ - Collaboration ___ - Partnership	
		___ - Unfamiliar ___ - Awareness ___ - Support ___ - Engagement ___ - Collaboration ___ - Partnership	___ - Awareness ___ - Support ___ - Engagement ___ - Collaboration ___ - Partnership	
		___ - Unfamiliar ___ - Awareness ___ - Support ___ - Engagement ___ - Collaboration ___ - Partnership	___ - Awareness ___ - Support ___ - Engagement ___ - Collaboration ___ - Partnership	
		___ - Unfamiliar ___ - Awareness ___ - Support ___ - Engagement ___ - Collaboration ___ - Partnership	___ - Awareness ___ - Support ___ - Engagement ___ - Collaboration ___ - Partnership	



Investing in the Plan – Discussion Questions & Example Tracking Method

What human and/or financial resources are needed to achieve each short and long-term goal?

Who will manage each short and long-term goal?

Goal	Lead Person	Timeline	Human Resources	Financial Resources
		<input type="checkbox"/> - Within 30 days <input type="checkbox"/> - By End of Summer <input type="checkbox"/> - By End of Fall <input type="checkbox"/> - By End of Spring		
		<input type="checkbox"/> - Within 30 days <input type="checkbox"/> - By End of Summer <input type="checkbox"/> - By End of Fall <input type="checkbox"/> - By End of Spring		
		<input type="checkbox"/> - Within 30 days <input type="checkbox"/> - By End of Summer <input type="checkbox"/> - By End of Fall <input type="checkbox"/> - By End of Spring		
		<input type="checkbox"/> - Within 30 days <input type="checkbox"/> - By End of Summer <input type="checkbox"/> - By End of Fall <input type="checkbox"/> - By End of Spring		
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		<input type="checkbox"/> - Within 30 days <input type="checkbox"/> - By End of Summer <input type="checkbox"/> - By End of Fall <input type="checkbox"/> - By End of Spring		
		<input type="checkbox"/> - Within 30 days <input type="checkbox"/> - By End of Summer <input type="checkbox"/> - By End of Fall <input type="checkbox"/> - By End of Spring		
		<input type="checkbox"/> - Within 30 days <input type="checkbox"/> - By End of Summer <input type="checkbox"/> - By End of Fall <input type="checkbox"/> - By End of Spring		

Do we need to schedule periodical check-ins to assess progress on goals, relationships, and utilization of human and financial resources? If so, what would it look like for me/us, and who should be included?

## Questions to Consider to Create & Maintain Momentum

How can you create a buzz after attending this webinar? Who knew you were attending and are there plans to check back in with these individuals to share what you learned and what ideas you have?

What, if any, short-term and long-term roadblocks do you anticipate encountering?

Who may be early adopters who can positively influence others to get on board? How can you get early adopters on board? What kind of information, data, or support would help them be advocates and champion the initiative?

How can you ensure individuals from across the enterprise are included in conversations, dialogue, and idea generation to be positive influencers on others?

How have enterprise-level initiatives maintained momentum in the past? What lessons can you learn from those approaches to apply with a competency initiative? Standing committees, task forces, online workgroups, division-level meetings, campus conference, etc....?

Are there initiatives or strategic plans with goals, milestones, or performance indicators that it would be possible to tie in benchmarks to a competency initiative?