Identifying and Articulating Skills from Cocurricular Experiences: A Collaboration of Leadership and Career Education

Presenters

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Project CEO

Co-Curricular Experience Outcomes

What skills were included?

- Teamwork
- Decision making
- Problem solving
- Workflow planning
- Verbal communication
- Information processing
- Quantitative Analysis
- Career-specific knowledge
- Computer software skills
- Writing and editing reports
- Selling and influencing

Two key areas of focus

1) Did they feel as if they were learning these skills?

2) How and where, in their opinion, was the learning taking place – through classes, cocurricular programs, or both?
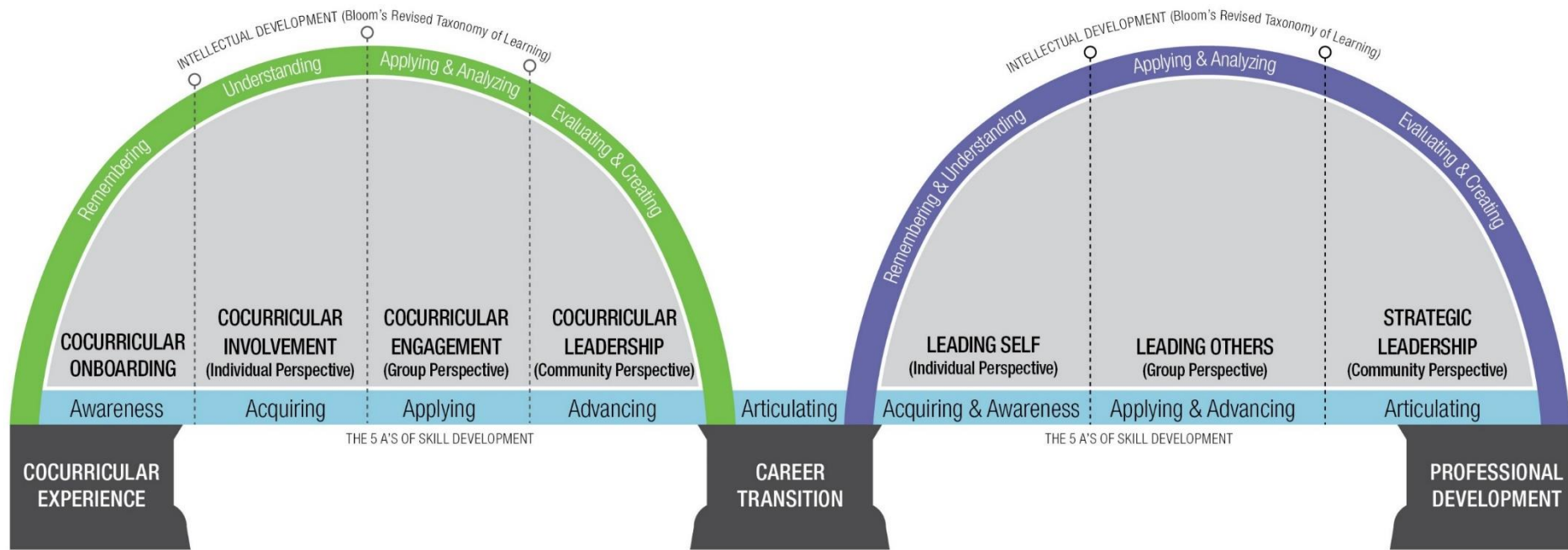
Scale used to measure student's self-reported abilities

- Beginner
  - *I'm just now beginning to acquire this skill*
- Developing
  - *I am improving in this area*
- Competent
  - *I do this skill pretty well*
- Advanced
  - *I am above average at this skill*
- Expert
  - *Others look to me to teach them this skill*

The Co-Curricular Career Connections Leadership Model
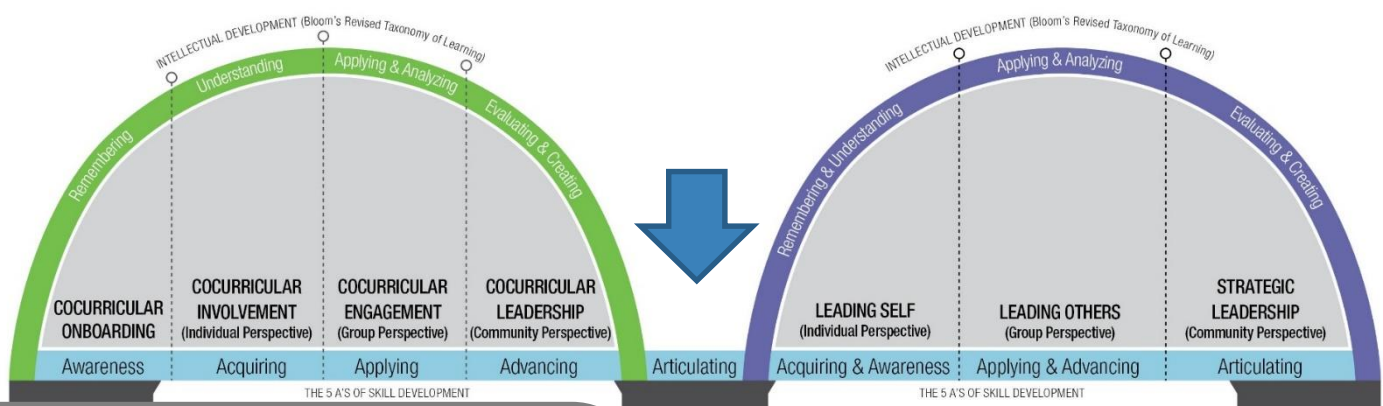
Scan to read the full NACE article!

Left Arch — Cocurricular Experience

INTELLECTUAL DEVELOPMENT (Bloom's Revised Taxonomy of Learning)

Remembering · Understanding · Applying & Analyzing · Evaluating & Creating

COCURRICULAR ONBOARDING	COCURRICULAR INVOLVEMENT (Individual Perspective)	COCURRICULAR ENGAGEMENT (Group Perspective)	COCURRICULAR LEADERSHIP (Community Perspective)
Awareness	Acquiring	Applying	Advancing

THE 5 A'S OF SKILL DEVELOPMENT

COCURRICULAR EXPERIENCE

Center

Articulating

CAREER TRANSITION

Right Arch — Professional Development

INTELLECTUAL DEVELOPMENT (Bloom's Revised Taxonomy of Learning)

Remembering & Understanding · Applying & Analyzing · Evaluating & Creating

LEADING SELF (Individual Perspective)	LEADING OTHERS (Group Perspective)	STRATEGIC LEADERSHIP (Community Perspective)
Acquiring & Awareness	Applying & Advancing	Articulating

THE 5 A'S OF SKILL DEVELOPMENT

PROFESSIONAL DEVELOPMENT

The 5 A's Of Skill Development

→ Awareness

→ Acquisition

→ Application

→ Advancement

→ Articulation

ARTICULATING SKILL

ADVANCING SKILL

APPLYING SKILL

ACQUIRING SKILL

AWARENESS OF SKILL

SKILL DEVELOPMENT (The 5 A's)

INTELLECTUAL DEVELOPMENT (Bloom's revised Taxonomy of Learning)

CREATING

EVALUATING

ANALYZING

APPLYING

UNDERSTANDING

REMEMBERING

Articulation of Skill

The individual is able to explain the full spectrum of skill development related to this skill, including how the skill was acquired and how it has been applied and mastered.

Left semicircle diagram — INTELLECTUAL DEVELOPMENT (Bloom's Revised Taxonomy of Learning): Remembering, Understanding, Applying & Analyzing, Evaluating & Creating

- COCURRICULAR ONBOARDING
- COCURRICULAR INVOLVEMENT (Individual Perspective)
- COCURRICULAR ENGAGEMENT (Group Perspective)
- COCURRICULAR LEADERSHIP (Community Perspective)

THE 5 A'S OF SKILL DEVELOPMENT: Awareness, Acquiring, Applying, Advancing, Articulating

CAREER TRANSITION

Right semicircle diagram — INTELLECTUAL DEVELOPMENT (Bloom's Revised Taxonomy of Learning): Remembering & Understanding, Applying & Analyzing, Evaluating & Creating

- LEADING SELF (Individual Perspective)
- LEADING OTHERS (Group Perspective)
- STRATEGIC LEADERSHIP (Community Perspective)

THE 5 A'S OF SKILL DEVELOPMENT: Acquiring & Awareness, Applying & Advancing, Articulating

Lumberjacks GROW
Guided Reflection on Work

CERTIFIED STUDENT LEADER PROGRAM
SFA

Certified Student Leader

Submit your evidence.

Articulate your experience.

Receive your endorsement.

STEPHEN F. AUSTIN STATE UNIVERSITY
Certified Student Leader Endorsement Overview

Communication: A Certified Student Leader has the ability to speak to large and small audiences while effectively presenting a clear message. They are able to write and speak in a way that others find engaging, putting abstract ideas into language that can be easily understood. Their communication is free from technical and grammatical mistakes.

COMMUNICATION	Demonstrates ability to verbally communicate with persons inside the group.
	Demonstrates ability to represent their initiatives to outside individuals and groups.
	Demonstrates ability to speak effectively in large or small groups.
	Demonstrates ability to develop and facilitate thoughtful presentations.
	Demonstrates ability to write in an engaging way that makes other want to read.
	Demonstrates ability to write without technical or grammatical mistakes.
	Demonstrates ability to deliver a clear and concise message that is compelling and memorable.

Decision Making: A Certified Student Leader is able to choose between different options to best help the group to meet their goals. They are able to identify threats, as well as find solutions to issues that impede the ability of the group to succeed.

DECISION MAKING	Demonstrates ability to make effective decisions and solve problems.
	Demonstrates ability to choose between different solutions to best help a group meet its goals.
	Demonstrates ability to find solutions to issues that threaten the ability of the group to meet their goals.
	Demonstrates willingness to explore creative solutions.
	Demonstrates ability to apply personal and group values to guide decisions.
	Demonstrates ability to identify and define a situation or problem.
	Demonstrates ability to collect, evaluate, and process information before making a decision.

Influence: A Certified Student Leader is able to motivate other members of a group to do something through convincing or persuading.

INFLUENCE	Demonstrates ability to persuade or influence others.
	Demonstrates ability to motivate a group.
	Demonstrates influence over others through writing, speaking, or non-verbal expression.
	Demonstrates understanding of various appeals (logical, emotional, and ethical).
	Demonstrates understanding of the ethical implications of influence.
	Demonstrates ability to engage others in a matter that is pertinent to the group and maintain their attention.
	Demonstrates ability to acknowledge valid objections and concerns and genuinely attempting to address them.

Organization: A Certified Student Leader is able to structure the work of a group so that priorities are established and there is a shared understanding of the group's objectives and goals.

ORGANIZATION	Demonstrates ability to manage program and development, implementation and evaluation in an organized manner.
	Demonstrates ability to implement appropriate risk management strategies.
	Demonstrates ability to achieve balance between education, work, and unstructured free time.
	Demonstrates ability to plan, organize, and meet deadlines.
	Demonstrates ability to track the progress of multiple individuals who are responsible for goals.
	Demonstrates ability to establish priorities.
	Demonstrates ability to motivate a group to meet short and long term goals.

Teamwork: A Certified Student Leader is able to identify the strengths of those with whom they are working and effectively leverage their skills to accomplish the group's stated goals and objectives.

TEAMWORK	Demonstrates ability to work in a team structure and accept supervision and direction when needed.
	Demonstrates ability to work cooperatively with others, seeking their involvement and feedback.
	Demonstrates ability to understand the skill set of the membership and utilize it effectively for engaging them in accomplishing the group's goals.
	Demonstrates ability to hold oneself and other members accountable.
	Demonstrates ability to develop an organization inclusive of teambuilding, collaboration and strategic planning.
	Demonstrates ability to utilize delegation as a means to involve group members.
	Demonstrates ability to effectively work with others from different cultural backgrounds and recognize the contributions diversity brings to the work of the group.

Intercultural Competencies: A Certified Student Leader is able to demonstrate openness, inclusiveness, sensitivity, and the ability to interact respectively with all people and understand individuals' differences.

CULTURAL COMPETENCY	Demonstrates ability to recognize the value of global perspectives.
	Demonstrates the ability to engage in opportunities to learn about social justice issues.
	Demonstrates the ability to define diversity and the communities and identities represented.
	Demonstrates the ability to navigate cultural differences.
	Demonstrates the ability to respect local cultures.
	Demonstrates the ability to identify current and global issues.
	Demonstrates the ability to articulate their own cultural identity.

Submit your evidence.

	1 - Developing- Improving in this area	2 - Competent- Moderately effective in this area	3 - Advanced- Above average at this skill	4 - Expert- Very high skill level in this area	N/A	Comments
Ability to verbally communicate with persons inside the group	○	○	○	○	○	
Ability to represent their initiatives to outside individuals and groups	○	○	○	○	○	
Ability to speak effectively in large or small groups	○	○	○	○	○	
Ability to develop and facilitate thoughtful	○	○	○	○	○	

**Articulate
your experience:**
Resume
Cover Letter

	Count	Percent		
1	100.00%			Comments

	Count	Percent	
	1	100.00%	Demarcus has phenomenal verbal communication skills, I know because I have experienced them first hand. However, verbal communication is not articulated anywhere in your resume. It is mentioned briefly as a CA in the cover letter. Something as simple as indicating how you communicate with clients would be sufficient.

1	Respondents
2	Responses

support for their claim that they have gained the skill for which they've applied.

1	100.00%	50.00%		Comments

	Count	Percent	
	1	100.00%	Skills are apparent! I would recommend articulating a little more on how you make this happen. Do you promote your freelance work, provide demonstrations, etc.

1	Respondents
2	Responses

Demonstrates ability to speak effectively in large or small groups.

	Count	Respondent %	Response %	
	0	0.00%	0.00%	Confirmed: There is sufficient ev confirm that the student has a c they've applied and that they've demonstrated this skill.
	0	0.00%	0.00%	Unconfirmed: The student's supporting material does not demonstrate an understanding or application of the skill for which they've applied.

1923 Society

o Receive ALL endorsements

o Present to a panel of Content Reviewers

o Receive custom medallion & leather portfolio

Lumberjacks GROW

→ Geared toward students who have worked on or off campus, or have been involved in a student organization

→ Consists of a pre-test survey, a virtual mock interview, and an assessment of the student's interview

Pre-Test Survey

When thinking about your experience as an on-campus employee, please rate yourself in the following areas (scale - 1= beginner, 5= advanced):

	Beginner	Developing	Intermediate	Proficient	Advanced
	1	**2**	**3**	**4**	**5**
Communication skills (The ability to speak to large and small audiences while effectively presenting a clear message. The ability to write and speak in a way that others find engaging, putting abstract ideas into language that can be easily understood. This communication is free from technical and grammatical mistakes.)	○	○	○	○	○
Decision making skills (The ability to choose between different options to best help the group to meet their goals. The ability to identify threats, as well as find solutions to issues that impede the ability of the group to succeed.)	○	○	○	○	○
Managing or persuading others (The ability to motivate other members of a group to do something through convincing or persuading.)	○	○	○	○	○
Managing projects (The ability to structure the work of a group so that priorities are established and there is a shared understanding of the group's objectives and goals.)	○	○	○	○	○
Teamwork skills (The ability to identify the strengths of those with whom they are working and effectively leverage their skills to accomplish the group's	○	○	○	○	○

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Virtual Mock Interview

- Tell me about yourself.
- Tell me about <u>a situation</u> where you demonstrated good **communication skills**.
- Tell me about <u>a time</u> when you have had to use good **decision making and problem solving skills** in order to accomplish something.
- Tell me about <u>a time</u> when you have had to **influence** a peer or a superior to do something they didn't initially believe in.

➢ Tell me how you would handle realizing multiple projects have the same deadline? How would you **prioritize**?

➢ Tell me about <u>a time</u> when you have had to **work in a team**? What role did you take?

➢ <u>Describe</u> how you have worked in a diverse environment. What types of **diversity** have you encountered and how has this affected your understanding of others?

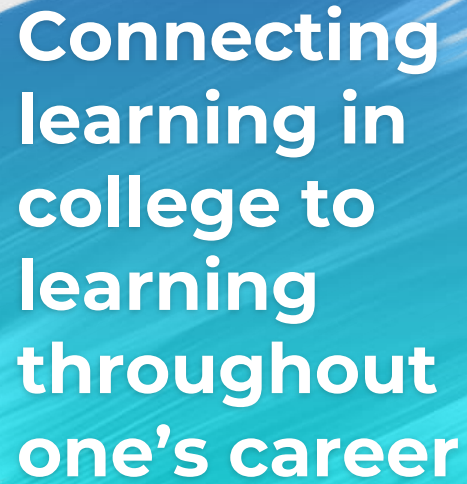➢ What skills are you gaining through your job and/or on-campus involvement **that you can use in your future career**?

What skills are they gaining?

- "I'm learning more about graphic design and marketing, which will help me when I am finding a future internship and/or career path."

- "I am learning how to communicate professionally with people, and that will help me when it comes to talking with colleagues and parents of students."

What's next?

- CCPD team provides an evaluation of the student's interview performance within ten business days, including resources for assisting with career development

- Feedback is also shared with the student's supervisor, professor, or advisor upon request

Connecting learning in college to learning throughout one's career

→ Employers want engaged employees.

→ Employers want people who can solve problems.

→ In general, employers privilege transferable skills over technical skills.
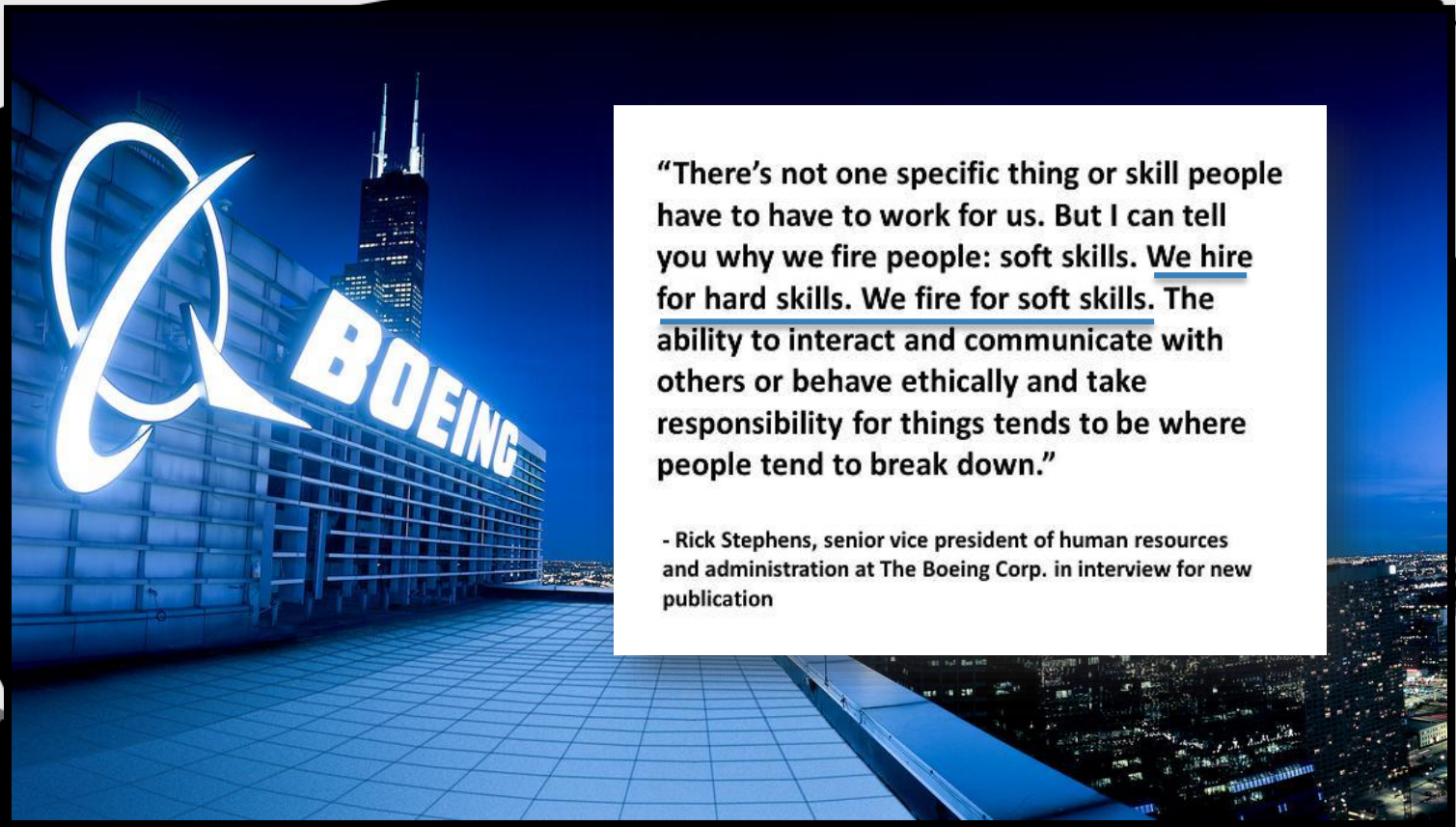
"There's not one specific thing or skill people have to have to work for us. But I can tell you why we fire people: soft skills. We hire for hard skills. We fire for soft skills. The ability to interact and communicate with others or behave ethically and take responsibility for things tends to be where people tend to break down."

- Rick Stephens, senior vice president of human resources and administration at The Boeing Corp. in interview for new publication

Who would you hire?

Sheldon

Leonard

Questions?

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