

STUDENT EMPLOYMENT: Competencies

THE DIVISION OF STUDENT LIFE aims to provide employment experiences that help students develop critical skills and competencies, and are an impactful part of their Husky Experience. To enhance student learning and meaning making, the division has selected 2 sets of competencies that capture the skills we hope students will gain: Student Leadership Competencies developed by Corey Seemiller and the National Association of Colleges and Employers (NACE) Career Readiness competencies.

The NACE and Student Leadership competencies overlap in many ways, and managers of student employees can select the competencies that best align with their student positions.

STUDENT LEADERSHIP COMPETENCIES: The Husky Leadership Initiative (HLI) utilizes the Student Leadership Competencies developed by Corey Seemiller, identified as critical to exercising effective and socially responsible leadership. The sixty competencies have been grouped into eight categories. More information can be found at <http://huskyleadership.uw.edu/about/learning-objectives-2/>.

NACE CAREER READINESS COMPETENCIES: The National Association of Colleges & Employers has identified 8 competencies as critical for a successful transition from college to the workplace. More information can be found at <http://www.nacweb.org/career-readiness/competencies/career-readiness-defined/>.

HOW TO USE COMPETENCIES

Below are a few ways to incorporate competencies into student employment.

- > **Job Descriptions.** Building competencies into your job description emphasizes student learning as a priority for your unit. Try embedding these into a “Learning Competencies” section. Check out the *Job Description Template* handout in Canvas <https://canvas.uw.edu/courses/1104348> for more information.
- > **Training.** Emphasize the skills the student is gaining as they learn new tasks. Example: While training a student on answering phone calls, talk about communication skills.
- > **Performance Evaluations.** In addition to providing feedback on students’ performance, address the skills they have been developing. Student Leadership Competencies has also developed a self-assessment tool that students can use to evaluate their proficiency in the various competencies: <http://studentleadershipcompetencies.com/evaluations/inventory/>
- > **Exit Interviews.** Build in questions that relate to skills the student has learned. Example: My position with (*office name*) has helped develop my oral and written communication skills – Strongly Agree / Agree / Disagree / Strongly Disagree

Student Leadership Competencies	NACE Career Readiness
<p>Learning & Reasoning: Research, other perspectives, reflection and application, systems thinking, analysis, synthesis, evaluation, idea generation, problem solving, and decision making.</p>	<p>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.</p>
<p>Self-Awareness & Development: Self-understanding, personal values, personal contributions, scope of competence, receiving feedback, and self-development.</p>	<p>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.</p>
<p>Interpersonal Interaction: Productive relationships, appropriate interaction, helping others, empathy, mentoring, motivation, others' contributions, empowerment, providing feedback, supervision, and collaboration.</p>	<p>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.</p>
<p>Group Dynamics: Organizational behavior, power dynamics, group development, and creating change.</p>	<p>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.</p>
<p>Civic Responsibility: Diversity, others' circumstances, inclusion, social justice, social responsibility, and service.</p>	<p>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.</p>
<p>Personal Behavior: Initiative, functioning independently, follow-through, responsibility for personal behavior, ethic, responding to ambiguity, responding to change, resiliency, positive attitude, confidence and excellence.</p>	<p>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.</p>
<p>Communication: Verbal communication, nonverbal communication, listening, writing, facilitation, conflict negotiation, and advocating for a point of view.</p>	<p>Oral/Written Communication Skills: 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.</p>
<p>Strategic Planning: Mission, vision, goals, plan, and organization.</p>	
	<p>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.</p>