

Career-Ready Skill Alignment



UNIVERSITY OF
ARKANSAS

Student Affairs
Career Connections

This guide will help you identify which UA Career-Ready skills and dimensions a student will develop in your student employee position. First, make sure your position is up-to-date and accurately reflects their duties and experiences.

Job Title:

Responsibility Mapping: In this section you will map the responsibilities within your job description to the UA Career-Ready Skills.

Step 1: Open your job description document. Then copy each individual responsibility bullet point and paste into a separate row under the *Job Responsibility* column.

Step 2: Review the dimensions on page 5 for each UA Career-Ready Skill and select the 1-3 that align with each job responsibility. Copy the dimension language and paste into the *Dimension* column. Note that not all responsibilities will align with a skill or dimension.

Step 3: For each selected dimension, identify the corresponding skill it supports. Enter the skill into the *Career-Ready Skill* column.

Job Responsibility (Step 1)	Dimension (Step 2)	Career-Ready Skill (Step 3)
(E.g. Assist with data collection and reporting efforts)	Ability to Gather & Analyze Data: Ability to locate and collect information, thoughtfully and thoroughly evaluate the quality of the information and consider a multitude of options to develop credible solutions.	Critical Thinking

--	--	--

Career-Ready Skill Tally: In this section, tally up the number of times each Career-Ready Skill appears across the job responsibilities. Once this is complete, reflect on which skills are showing up most frequently and least frequently and how this reflects the skills a student would learn in the position. Use this step to reflect on whether the job description and skills accurately reflect the position. If not, you will want to consider making edits to the job description at this stage to better capture the essence of the position.

Career & Self Development	Communication	Critical Thinking	Leadership	Perspective Awareness	Professionalism	Teamwork	Technology

Top Dimensions Alignment: Now that you have identified the most frequently used Career-Ready Skills in the job description and reviewed the dimensions that align with them, select the top 3-5 dimensions that best represent the role. These selected skills and dimensions will be included in the job description with the goal of helping students better articulate the value of their experience.

Dimension	Career-Ready Skill

Alignment Reflection: In this section, reflect on the alignment process. Evaluate the skills, dimensions, and job description to ensure that your materials are well-written, reflect the position accurately, and support students in articulating their experiences. Based on your answers, consider revising the selected skills/dimensions or job description to more accurately reflect the actual duties.

1. Review the UA Career Ready Skills & Dimensions list.

- a. Are there any frequently used skills or competencies used in the job that are missing from your list of selected competencies/skills?

2. Check the Career-Ready Skill Tally section.

- a. Are there any Career-Ready Skills that are overrepresented or underrepresented?
 - i. *Example 1:* you notice a high number of tallies appear for technology, but your student workers do not regularly use technology. Consider updating their job description to more accurately reflect the actual duties.
 - ii. *Example 2:* you notice a low number of tallies appear for communication, but your student worker frequently relies on communication skills. Adjust the job description to accurately reflect the actual duties.

3. Evaluate the Top 5 Dimensions

- a. Do the selected competencies on your Top 5 list represent the position accurately?
- b. Are there skills or competencies that are frequently demonstrated that are not reflected in your Top 5 list?

4. Take one more look at your list of job duties

- a. Are the responsibilities in your job description representative of the actual job?
- b. Are there opportunities to allow for the development of more skills within this position?

5. Have a discussion with your student about the Dimensions that you selected.

- a. Do they believe it is an accurate reflection of their position?
- b. Do they have sound examples of how they build that skill in their position?

Student Employee Alignment Example:

UREC Student Leader (*student position that works on a committee to improve the policies, procedures and programming of UREC to benefit students, participants, and student staff*)

UA Career-Ready Skills & Dimensions:

Critical Thinking, Communication, Teamwork

- **Ability to Gather & Analyze Data:** Ability to locate and collect information, thoughtfully and thoroughly evaluate the quality of the information and consider a multitude of options to develop credible solutions.
- **Ability to Use Oral Communication:** Ability to effectively convey information and meaning through speech, that is, easy to understand, engaging and employs proper tone.
- **Ability to Build Relationships for Collaboration:** Ability to build strong, positive work relationships with colleagues, supervisors and customers and demonstrate agility to accomplish common goals.

UA Career-Ready Skills & Dimensions



The following language includes the 8 UA Career-Ready Skills and their dimensions. Use this to fill in the Career-Ready Skill Alignment worksheet.

Career & Self Development - Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization.

1. **Ability to Use Awareness of Strengths & Challenges:** Ability to define one's strengths and challenges related to career goals, understand how they shape career paths, examine them to find learning experiences, and design a plan to reach career goals.
2. **Ability to Professionally Develop:** Awareness of the need for and importance of professional development in achieving career goals and understanding how to identify areas of growth and self-advocate for opportunities to improve in the workplace.
3. **Ability to Network:** Ability to use interpersonal skills to build new relationships that align with career goals and understand how to use networks to create new career pathways.

Communication - Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.

1. **Ability to Use Oral Communication:** Ability to effectively convey information and meaning through speech, that is, easy to understand, engaging and employs proper tone.
2. **Ability to Use Written Communication:** Ability to effectively convey information and meaning through written mediums that is free from spelling and grammar errors, easy to understand, engaging to read and employs proper tone.
3. **Ability to Use Non-verbal Communication:** Ability to effectively convey meaning and understanding through appropriate body language, eye contact, and facial expressions.
4. **Ability to Use Active Listening:** Ability to focus completely on a speaker, understand their message, comprehend the information, and respond thoughtfully.

Critical Thinking - Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.

1. **Ability to Display Situational Awareness:** Ability to gather information, anticipate needs, prioritize issues and set achievable goals in the workplace.
2. **Ability to Gather & Analyze Data:** Ability to locate and collect information, thoughtfully and thoroughly evaluate the quality of the information and consider a multitude of options to develop credible solutions.
3. **Ability to Make Effective & Fair Decisions:** Demonstrate effective decision-making and problem-solving skills by objectively assessing situations and using relevant information from a variety of perspectives to make effective and fair decisions.

Leadership - Recognize and capitalize on personal and team strengths to achieve organizational goals.

1. **Ability to Inspire, Persuade, & Motivate:** Ability to use emotional intelligence and interpersonal skills through acknowledging others' needs, contributions, thoughts, and feelings with the goal of guiding and motivating others and improving the team's functioning and success.
2. **Ability to Engage Various Resources & Seek Feedback:** Actively seek out and use of a variety of resources and feedback to inform direction and decisions.
3. **Ability to Facilitate Group Dynamics:** Recognize the importance of group dynamics in achieving organizational goals and facilitating group dynamics by leveraging team member strengths, putting team members in position to succeed, collectively set group norms, and resolve conflicts effectively.

Perspective Awareness - Engage with people with different lived experiences & demonstrate flexibility, collaborative thinking and adaptability to create accessible practices in which everyone is included, valued and respected.

1. **Ability to Engage Multiple Perspectives:** Ability to solicit and use feedback from people with different lived experiences to make informed decisions and intentionally examine one's own viewpoint to better understand one's own decision making.
2. **Ability to Support Other's Needs:** Ability to demonstrate curiosity about different ideas and new ways of thinking and actively contribute to developing practices that support the needs of others.
3. **Ability to Create Environments of Belonging:** Ability to flexibly adapt to varied environments and seek out global cross-cultural interactions and experiences that enhance one's understanding of people with different lived experiences and that leads to personal growth.

Professionalism - Knowing work environments differ greatly, understanding and demonstrating effective work habits, and acting in the interest of the larger community and workplace.

1. **Ability Act with Integrity:** Act with integrity in the workplace by being trustworthy, accountable, respectful of colleagues and stakeholders, and finding ways to align and navigate personal ethics in with workplace.
2. **Ability to Demonstrate Dependability:** Act as a dependable, diligent member of a work environment by being present, prepared, responsible for your actions, behaviors, performance, and decisions and showing attention to detail.
3. **Ability to Achieve Goals:** Ability to effectively prioritize and complete tasks that align with goals.

Teamwork - Build and maintain collaborative relationships to work effectively toward common goals, while appreciating multiple viewpoints and shared responsibilities.

1. **Ability to Build Relationships for Collaboration:** Ability to build strong, positive work relationships with colleagues, supervisors and customers and demonstrate agility to accomplish common goals.
2. **Ability to Respect Multiple Perspectives:** Ability to listen carefully to others, taking time to understand and ask questions and effectively manage conflict, interact with and respect individual personalities and life experiences, meeting ambiguity with resilience.

3. **Ability to Integrate Strengths:** Ability to recognize the knowledge, skills and abilities of others and integrate them into the team's performance.

Technology - Understand and leverage technologies ethically to enhance efficiency, complete tasks, and accomplish goals.

1. **Ability to Leverage Technology:** Understand how to identify, select, and use the appropriate technology for improving workplace efficiency and productivity.
2. **Ability to Adapt to New Technologies:** Explore, learn and integrate new or unfamiliar technologies to support relevant, effective and timely decision-making and achieve strategic goals.
3. **Ability to Use Technology Ethically:** Awareness of ethical issues surrounding the use of technology and the importance of protecting data and establishing processes to use emerging technologies responsibly and securely.

** Language adapted from the NACE Career Readiness Competencies and Career Launch Career-Readiness Assessment.*