CAREER CHECKPOINT

MARKETABLE SKILLS DEVELOPMENT

WT Office of Career and
Professional Development
WEST TEXAS A&M UNIVERSITY™

Table of Contents

What is Career Checkpoint?

Career Checkpoint is a toolkit for supervisors of student staff. It provides employers with the tools they need to assist students with connecting the skills and knowledge acquired in their student staf position to their future careers.

Career Checkpoint is underpinned by NACE's eight core competencies for career readiness. Some or all of these competencies are developed and honed through working in the student staff positions at West Texas A&M University. The eight core competencies include:

- Critical Thinking
- Communication
- Teamwork
- Technology
- Leadership
- Professionalism
- Career & Self-Development
- Equity & Inclusion

Additional information regarding the eight learning outcome domains can be found in the Marketable Skills Matrix on pages 10-12 of this toolkit.
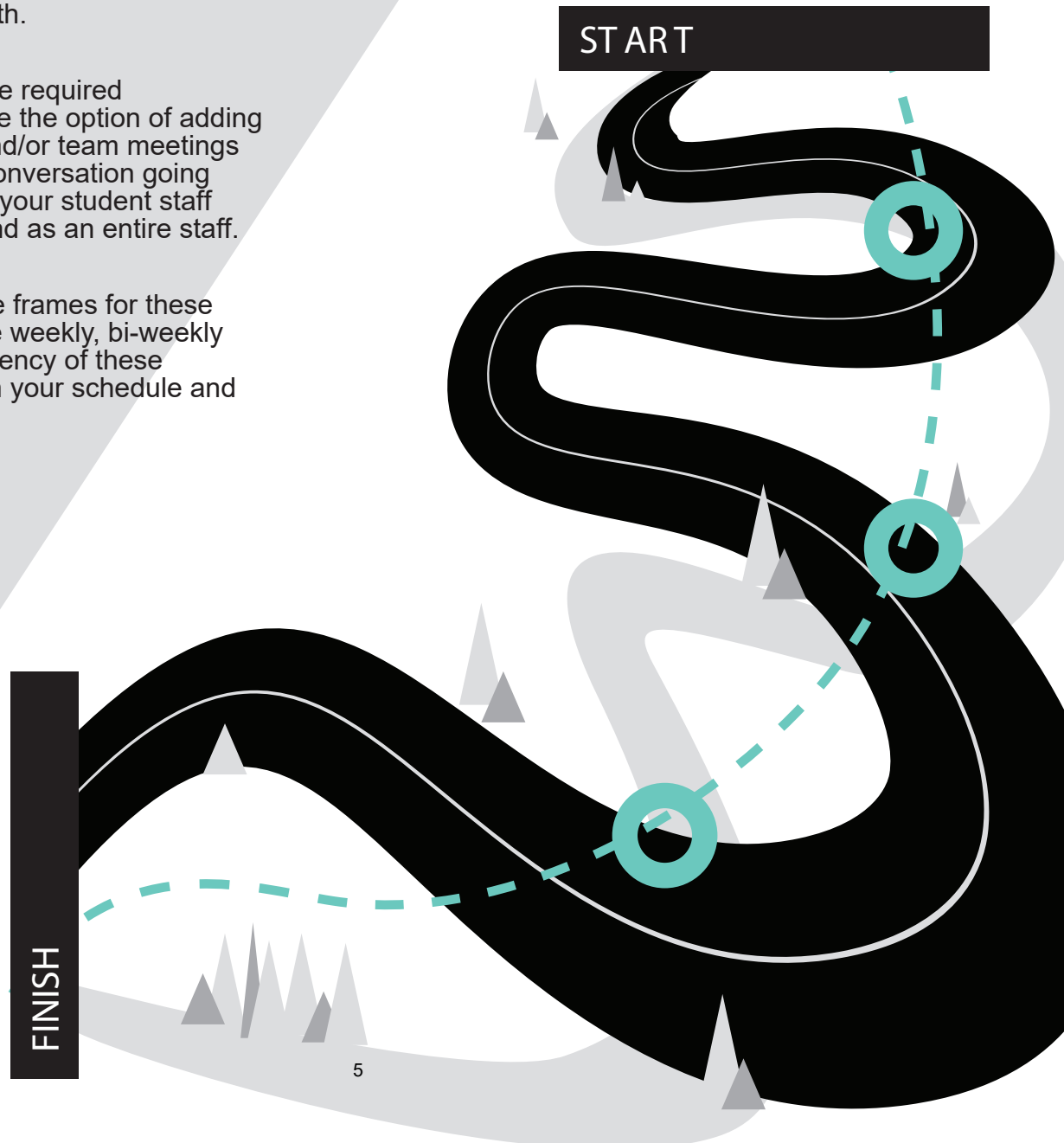
Career Checkpoint
An Overview

CHECKPOINTS 1-2-3 *required*:
Checkpoint meetings are individual meetings with your student staff that encourage conversation around departmental goals, student goals, and the marketable skills attached to each student staff position.

Checkpoints #2 and #3 include a required Development Review. These reviews will assess the progress of your student staff and will give each student an opportunity to take a look at areas of success and areas that need some growth.

In addition to the three required checkpoints, you have the option of adding more one-on-ones and/or team meetings to keep a continual conversation going around the growth of your student staff both as individuals and as an entire staff.

Some suggested time frames for these optional meetings are weekly, bi-weekly or monthly. The frequency of these meetings depends on your schedule and management style.

START

FINISH

5

Why Career Checkpoint?

Career Checkpoint gives you, the supervisor, the opportunity to aid in the future success of our students! Not to mention, the time you spend with your student staff will encourage open conversations and stronger relationships in your department.

This developmental process will help your student staff identify the marketable skills they can offer their future employers and how they can articulate that in interviews and on their resumes.

In each of the Checkpoint Meetings, students will have an opportunity to talk about the skills they are developing. This conversation will empower your student staff to claim the skills that they are gaining through on-campus employment.
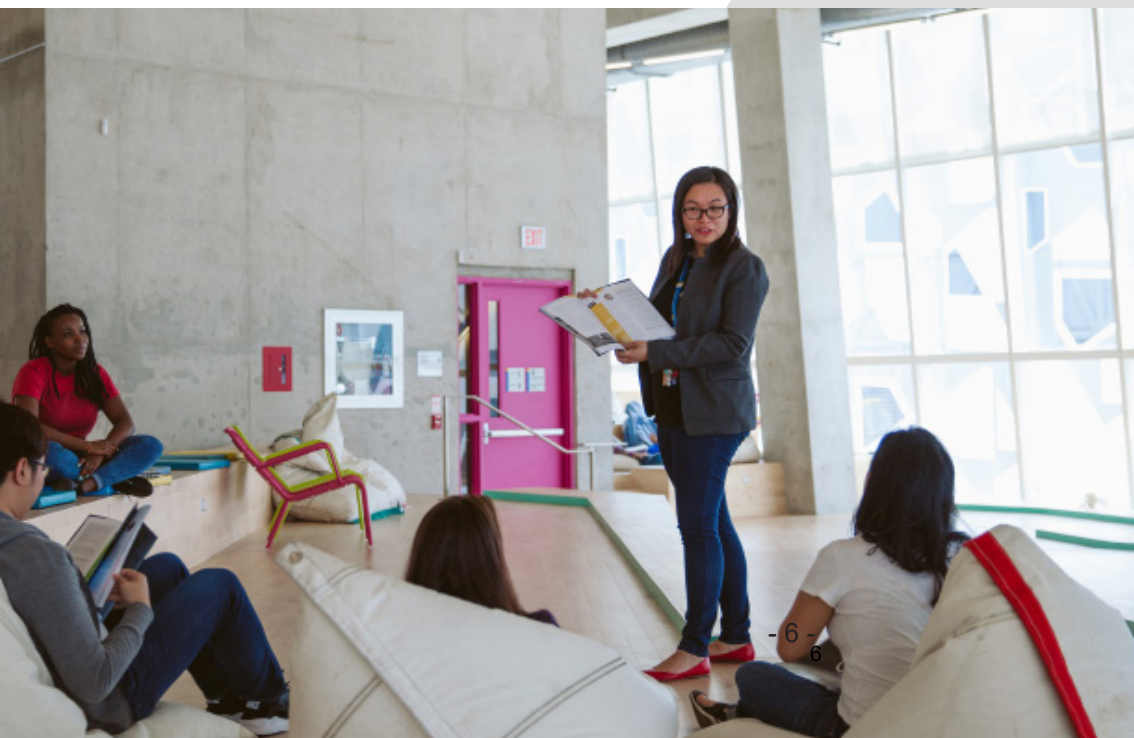
Checkpoint Meetings & Development Reviews - *Required*

Checkpoint meetings are meetings with your student staff that encourage conversation around departmental goals, student goals, and marketable skills attached to student staff positions.

The Development Review will break down each marketable skill and allow you and your student staff to see where there is opportunity for growth and development in each area.

To bring purpose to your student, as to how their staff role links to their academic experience and overall career goals, Checkpoints are to be put into practice as follows:

| Checkpoint Occurrence	Likely Opportunity
Checkpoint #1 no Development Review	Beginning of student staff contract
Checkpoint #2 and Development Review	Midpoint of student staff contract
Checkpoint #3 and Development Review	End of student staff contract

In addition to the three required Checkpoints and Development Reviews, supervisors are also encouraged to incorporate one-on-one meetings and team meetings into their student staff supervision.

One-on-One Meetings - *Recommended*
Choose from weekly, bi-weekly, or monthly.

One-on-one meetings encourage open dialogue and conversations around the development and responsibilities of the student staff. One-on-one meetings can be weekly, bi-weekly, or monthly.

Weekly	An individual meeting with your student staff each week. Recommended length: 15-30 minutes
Bi-Weekly	An individual meeting with your student staff bi-weekly. Recommended length: 30 minutes - 1 hour
Monthly	An individual meeting with your student staff monthly. Recommended length: 1 hour
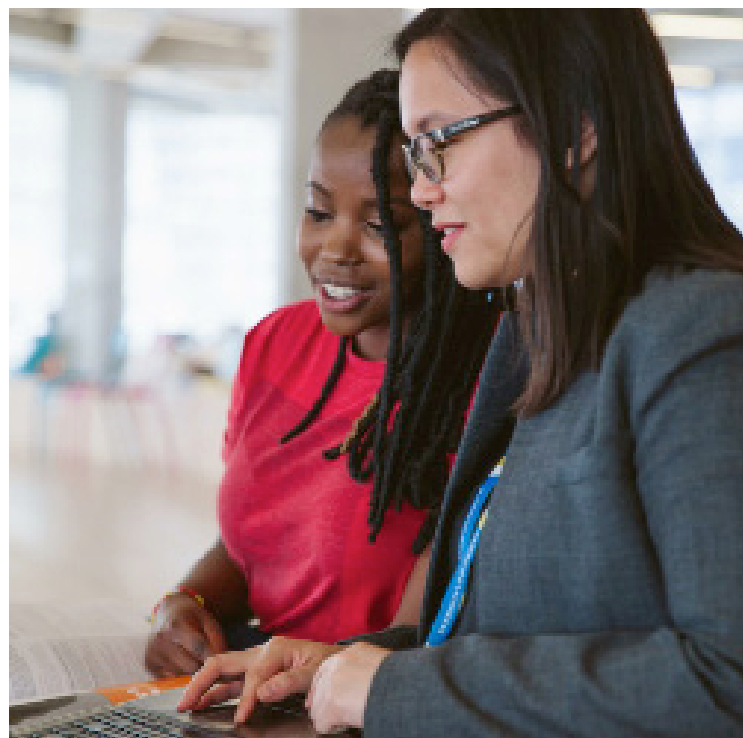
Team Meetings - *Recommended*
Choose from weekly, bi-weekly, or monthly.

Team meetings encourage group conversations around the roles, responsibilities, and progress of each student staff. Team meetings can be weekly, bi-weekly, or monthly:

Weekly	A team meeting with your entire student staff each week. Recommended length: 30 minutes
Bi-Weekly	A team meeting with all of your student staff bi-weekly. Recommended length: 30 minutes - 1 hour
Monthly	A team meeting with your entire student staff each week. Recommended length: 1 hour

Marketable Skills Matrix

Marketable Skills	Sample Behaviors	Ways student staff attain/develop this skill
Career and Self-Development	- Show an awareness of own strengths and areas for development. - Identify areas for continual growth while pursuing and applying feedback. - Develop plans and goals for one's future career. - Professionally advocate for oneself and others. - Display curiosity; seek out opportunities to learn. - Assume duties or positions that will help one progress professionally. - Establish, maintain, and/or leverage relationships with people who can help one professionally. - Seek and embrace development opportunities. - Voluntarily participate in further education, training, or other events to support one's career.	- Utilizing the tools in this toolkit to identify the marketable skills being gained through on-campus employment. - Develop a resume that highlights those marketable skills. - Have resume reviewed by a career advisor. - Attend Skills that Pay Bills workshops.
Communication	- Understand the importance of and demonstrate verbal, written, and non-verbal/body language, abilities. - Employ active listening, persuasion, and influencing skills. - Communicate in a clear and organized manner so that others can effectively understand. - Frame communication with respect to diversity of learning styles, varied individual communication abilities, and cultural differences. - Ask appropriate questions for specific information from supervisors, specialists, and others. - Promptly inform relevant others when needing guidance with assigned tasks.	- Develop and present workshops/webinars aimed at informing stakeholders of the department's services. - Assist in developing departmental correspondence (emails, letters, social media, etc.) - Participate in/lead staff meetings. - Practice professional communication when informing supervisor and other staff of any updates.
Critical Thinking	- Make decisions and solve problems using sound, inclusive reasoning and judgment. - Gather and analyze information from a diverse set of sources and individuals to fully understand a problem. - Proactively anticipate needs and prioritize action steps. - Accurately summarize and interpret data with an awareness of personal biases that may impact outcomes. - Effectively communicate actions and rationale, recognizing the diverse perspectives and lived experiences of stakeholders.	- Assignments which require problem solving and decision making as an individual or team. - Assignments in which student staff must set goals and a plan on how to achieve those goals. - Challenge themselves to think of potential solutions before going to their supervisor with a problem

	• Multi-task well in a fast-paced environment.	
Equity and Inclusion	• Solicit and use feedback from multiple cultural perspectives to make inclusive and equity-minded decisions. • Actively contribute to inclusive and equitable practices that influence individual and systemic change. • Advocate for inclusion, equitable practices, justice, and empowerment for historically marginalized communities. • Seek global cross-cultural interactions and experiences that enhance one's understanding of people from different demographic groups and that leads to personal growth. • Keep an open mind to diverse ideas and new ways of thinking. • Identify resources and eliminate barriers resulting from individual and systemic racism, inequities, and biases. • Demonstrate flexibility by adapting to diverse environments. • Address systems of privilege that limit opportunities for members of historically marginalized communities.	• Collaborate with new staff members regularly. • Conduct research to determine how the department's services may be leaving out or underserving different student populations. • Serve on departmental and university committees. • Regularly challenge their own thoughts and ideas when faced with opposing perspectives and opinions.
Leadership	• Inspire, persuade, and motivate self and others under a shared vision. • Seek out and leverage diverse resources and feedback from others to inform direction. • Use innovative thinking to go beyond traditional methods. • Serve as a role model to others by approaching tasks with confidence and a positive attitude. • Motivate and inspire others by encouraging them and by building mutual trust. • Plan, initiate, manage, complete and evaluate projects.	• Take the lead on projects/ activities/initiatives. • Learn how to delegate roles according to the strengths of others. • Lead staff meetings. • Collaborate with staff to discover new ways of conducting departmental practices.
Professionalism	• Act equitably with integrity and accountability to self, others, and the organization. • Maintain a positive personal brand in alignment with organization and personal career values. • Be present and prepared. • Demonstrate dependability (e.g., report consistently for work or meetings). • Prioritize and complete tasks to accomplish organizational goals. • Consistently meet or exceed goals and expectations.	• Model professional behavior amongst all staff. • Raise departmental standards to encourage and develop professionalism in student staff. • Have student staff conduct self-evaluations and discuss areas of their work that are successful and that need improvement. • Allow student staff to take on assignments that stretch their knowledge, skills and abilities.

	• Have an attention to detail, resulting in few if any errors in their work. • Show a high level of dedication toward doing a good job.	
Teamwork	• Listen carefully to others, taking time to understand and ask appropriate questions without interrupting. • Effectively manage conflict, interact with and respect diverse personalities, and meet ambiguity with resilience. • Be accountable for individual and team responsibilities and deliverables. • Employ personal strengths, knowledge, and talents to complement those of others. • Exercise the ability to compromise and be agile. • Collaborate with others to achieve common goals. • Build strong, positive working relationships with supervisor and team members/coworkers.	• Group assignments that require student staff to work together to achieve a goal. • Collaborate with staff to discover new ways of conducting departmental practices. • Include student staff in departmental discussions as appropriate. • Seek potential partnerships across campus to better services offered to students.
Technology	• Navigate change and be open to learning new technologies. • Use technology to improve efficiency and productivity of their work. • Identify appropriate technology for completing specific tasks. • Manage technology to integrate information to support relevant, effective, and timely decision-making. • Quickly adapt to new or unfamiliar technologies. • Manipulate information, construct ideas, and use technology to achieve strategic goals.	• Web editing, video editing, graphic design. • Learn how to manage and update departmental databases. • Use new technology to complete assignments. • Implement new technology to better departmental processes.

Suggested Themes for One-on-One and/or Team Meetings

All questions are aligned with the Career Checkpoint program's Marketable Skills Domains

CRITICAL THINKING

1. How do you use critical thinking in your position?

2. What's your process for resolving an issue?

COMMUNICATION

1. What area of communication (oral or written) do you feel you need more development in? Why?

2. What role do oral and written communication play in our department?

TEAMWORK

1. What would our department look like without teamwork?

2. How do you contribute to a positive team atmosphere?

TECHNOLOGY

1. Do you feel confident in your understanding of the technology we use in our department?

2. What processes, in our department, do you think could be bettered by technology?

EQUITY & INCLUSION

1. Do you feel your department effectively serves all student populations?

2. How do you think we could improve equity and inclusion in our department?

LEADERSHIP

1. Do you have a personal leadership practice that you incorporate into your daily work?

2. What leadership style do you work best under? How will you incorporate that into your career?

PROFESSIONALISM

1. What areas of your professionalism/work ethic do you think need the most improvement (time management, punctuality, work habits?) Why?

2. Which of your top 5 strengths plays the biggest role in your professionalism/work ethic? Why?

CAREER & SELF DEVELOPMENT

1. What skills are you gaining in this position that will play a role in your career?

2. Does this position highlight any skills or strengths you did not realize you had?

SELF ASSESSMENT

1. What tools/skills/systems do you employ to be successful while balancing work and classes?

2. What is one challenging trend that you have noticed in our work?

3. What has been the greatest thing you've learned?

4. How will you share the story of your Career Checkpoint experience to a future employer?

Template Library

CHECKPOINT #1

The initial Checkpoint should allow the supervisor to help student staff understand the goals that need to be accomplished by the end of the contract period as well as identify the marketable skills that will fit into their role based on the Marketable Skills Matrix (page 10 - 11)

Student Staff:		Date:	

Department Goals: What are the overall departmental goals affected by this position?

Marketable Skills: What marketable skills apply to this position?

Student's Goals: What marketable skills do you hope to aquire by the end of your work term?

Reflection Question: How will this role help you to develop those skills?

CHECKPOINT #2

The midterm Checkpoint and Development Review allow both the supervisor and student staff member to reconvene and review the goals that need to be accomplished by the end of the term of the student's contract. This opportunity will also allow both the supervisor and student to reflect on the student's specific marketable skills to ensure this they are being developed through their work experience.

Student Staff:		Date:	

Department Goal Updates: How does your day-to-day work contribute to our department?

Marketable Skills Update: What marketable skills do you feel you are developing/have developed?

Student's Goal Update: How are your goals progressing? What has been going well? Where could you use guidance?

Reflection Question: What has been a success for you in your work with us?

CHECKPOINT #2 CONTINUED

Look back: Share a recent experience you had in your current work position (who, what, where, when, why.) How did this experience make you feel?

Analyze the outcomes: What did you learn?

Revise your approach: What's working? What's not?

New Perspective: How has this changed your thinking? What will be your new approach?

CHECKPOINT #3

The final Checkpoint and Development Review will allow both the student staff and supervisor to reflect on the goals achieved, experiences gained and next steps to conclude this opportunity.

Student Staff:		Date:	

Department Goals: What did we achieve? What did we miss?

Marketable Skills: What marketable skills from your job description have you successfully acquired?

Student's Goals: What marketable skills did you develop? What skills are still developing? What are your next steps to further that development?

Reflection Question: How do you tell the story of your work? How has this process impacted you?

Look back: Share a recent experience you had in your current work position (who, what, where, when, why.) How did this experience make you feel?

Analyze the outcomes: What did you learn?

Revise your approach: What's working? What's not?

New Perspective: How has this changed your thinking? What will be your new approach?

Development Review - *Required with Checkpoint #2 and #3*

CONFIDENTIAL WHEN COMPLETED

To be completed with Checkpoint #2 and #3.

I. KEY OBJECTIVES: To provide student staff with the opportunity to evaluate themselves as well as provide them with your feedback on their work performance. This evaluation will open up discussion centered around the development of the marketable skills identified by NACE and will allow you to identify the need for additional staff training.

II. EMPLOYEE INFORMATION

Review Period [mm/yy - mm/yy]:
Name & Position:
Today's Date:

III. PERFORMANCE EVALUATION:
Evaluate each applicable performance factor, giving examples where appropriate.

Performance Rating Categories:

3. Exceeds Standards
Consistently exceeds all major requirements. Achieves results superior to most staff at this level of responsibility and makes significant contributions to the success of the department. Please give evidence.

2. Meets Standards
Meets all major job requirements. Often achieves results beyond those expected. Has complete and thorough knowledge of job functions. Results may be improved for minor job requirements with a reasonable amount of training or experience.

1. Needs Improvement
Unable to achieve results required at this level. Seldom achieves major goals. Appears unable to overcome limitations. Action required

Development Review

JOB KNOWLEDGE: how well the employee understands the technical methods and procedures required to perform their job.

Employee Rating:	1	2	3	Supervisor's Rating:	1	2	3
Comments / examples:				Comments / examples:			

CRITICAL THINKING: provides creative solutions to problems, suggests appropriate ideas, assesses the interaction of all elements of a decision and understands the impact they have on others; resourceful and appropriate reasoning for ideas/integrated thinking

Employee Rating:	1	2	3	Supervisor's Rating:	1	2	3
Comments / examples:				Comments / examples:			

COMMUNICATION: ability to effectively and appropriately communicate information, opinions, ideas and suggestions through oral and written communication

Employee Rating:	1	2	3	Supervisor's Rating:	1	2	3
Comments / examples:				Comments / examples:			

TEAMWORK: collaborative, respectful, adaptable, flexible, respectful, conscientious of others, able to compromise

Employee Rating:	1	2	3	Supervisor's Rating:	1	2	3
Comments / examples:				Comments / examples:			

TECHNOLOGY: capability of leveraging existing data technologies effectively and adapting to new technologies in the work place

Employee Rating:	1	2	3	Supervisor's Rating:	1	2	3
Comments / examples:				Comments / examples:			

Development Review Continued

LEADERSHIP: leveraging the strengths of others to achieve common goals; motivates and initiates action in others

Employee Rating:	1	2	3	Supervisor's Rating:	1	2	3
Comments / examples:				Comments / examples:			

PROFESSIONALISM: punctuality, reliability, dependability, time management, follows instructions, appropriate grooming & attire

Employee Rating:	1	2	3	Supervisor's Rating:	1	2	3
Comments / examples:				Comments / examples:			

CAREER & SELF DEVELOPMENT: ability to identify and articulate his/her strengths as well as recognize areas necessary for professional growth

Employee Rating:	1	2	3	Supervisor's Rating:	1	2	3
Comments / examples:				Comments / examples:			

EQUITY & INCLUSION: Intercultural communication, inclusive language, considerate and supportive to all demographics, objectivity, negotiation and facilitation, aware of bias, open-minded

Employee Rating:	1	2	3	Supervisor's Rating:	1	2	3
Comments / examples:				Comments / examples:			

Development Review Continued

VI. FINAL COMMENTS

Evaluator's comments

Employee's comments

VII. SIGNATURES:

Student Staff:_____

Supervisor:_____

Date:_____

One-on-One Meeting Template - *Recommended*

This template provides an overview of how to efficiently break down your student's one-on-one meeting into three key sections and allows a supervisor to ensure that all updates and developmental conversations are able to fit into the allotted time.

Student Staff:		Date:	

Urgent Items to Discuss (1/3 of meeting)

Student Staff Updates (1/3 of meeting)

Supervisor Update (1/3 of meeting)

Items for Follow-Up/Assigned Action Items

Items for Follow-Up/Assigned Action Items

Team Meeting Template - *Recommended*

The team template provides an opportunity for the supervisor to plan out the agenda and objectives for a team meeting. It will also allow a student to respond by providing updates and feedback to goals and tasks that need to be achieved for the duration of their work term.

Student Staff:		Date:	

Student Staff Updates

Supervisor Update

Upcoming/Important Dates

Items for Follow-Up/Assigned Action Items

References

NACE - CAREER READINESS COMPETENCIES
The eight marketable skills in this resource guide were identified by NACE (National Associa-tion of Colleges and Employers) as the key Career Readiness Competencies that employers look for in graduating college students. To find out more information on these key skills, go to the web address listed below:
http://www.naceweb.org/career-readiness/competencies/career-readiness-de ined/

60X30TX

West Texas A&M University supports the state-wide 60X30TX initiative which aims to have 60 percent of the 25 - 34 year old Texas population holding a post-secondary degree or certificate by the year 2030.

To learn more about this initiative, go to the web address listed below:
https://www.highered.texas.gov/

For more information about Career Checkpoint and additional resources, contact Career and Professional Development:
wtamu.edu/career | wtcareer@wtamu.edu | 806.651.2345 | Classroom Center 113

WT Office of Career and Professional Development
WEST TEXAS A&M UNIVERSITY™