

Transferable skills

Transferable skills are a core set of abilities that can be applied to a wide range of jobs and industries. Use this chart to identify the skills you've gained in your experiences—from volunteering and internships to course projects.

Skills employers seek	Consider a time when you...	
	Undergraduate	Graduate
Analytical thinking/ problem solving	<ul style="list-style-type: none"> • Used logic or reasoning to solve a problem • Planned a budget for a student organization • Identified themes or patterns in data • Synthesized data for a course or project 	<ul style="list-style-type: none"> • Reviewed literature and synthesized findings for academic research • Strategized how to approach an experiment more effectively • Recognized the core issue within extensive data
Communication	<ul style="list-style-type: none"> • Solicited funds for a student organization event • Persuaded others to successfully complete a project • Wrote or edited material • Led presentations to students or customers 	<ul style="list-style-type: none"> • Taught complex concepts to beginners • Presented academic research at conferences and in publications • Wrote a successful grant proposal
Leadership	<ul style="list-style-type: none"> • Managed a volunteer project • Recognized change was necessary and initiated progress • Delegated tasks • Trained students or staff 	<ul style="list-style-type: none"> • Led productive class discussions • Managed a student organization, research team, or conference • Mobilized group decision-making • Supervised students or staff
Creativity	<ul style="list-style-type: none"> • Designed a website or marketing promotion • Built a prototype for a class • Developed an innovative approach to a problem 	<ul style="list-style-type: none"> • Used visuals to clearly convey a point • Restructured an experimental process • Taught a difficult concept in a more creative way
Teamwork	<ul style="list-style-type: none"> • Partnered effectively with group members for a project • Recognized a shared team goal and found ways to be inclusive • Overcame a challenge in a student organization 	<ul style="list-style-type: none"> • Collaborated with challenging lab or team members • Participated in creative planning and brainstorming sessions • Delegated tasks and came together to integrate findings
Organization/ project management	<ul style="list-style-type: none"> • Generated a timeline for goals • Contributed to multiple projects simultaneously • Created a more efficient organizational solution 	<ul style="list-style-type: none"> • Balanced simultaneous major projects, class deadlines, and research needs • Arranged or categorized information
Resilience	<ul style="list-style-type: none"> • Failed at something and recovered quickly • Used personal strength and fortitude to overcome a challenge • Sought support and expertise 	<ul style="list-style-type: none"> • Handled rejection of a publication, thesis draft, or research idea • Recognized a professional weakness and devised strategies to build strength in that area
Initiative/ self-starter	<ul style="list-style-type: none"> • Completed an assignment with little direction • Proposed or implemented a new idea 	<ul style="list-style-type: none"> • Sought ways to enhance professional development • Learned a skill or technique to add value to a project

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.



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 7,600 college career services professionals at nearly 2,000 colleges and universities nationwide, and more than 3,000 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

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NCA Student Staff Goal Setting

Your goal each quarter is intended to help you focus on a particular area of your work as an NCA employee or a professional skillset (i.e. communication, organization) that may help you both as a staff member and beyond.

Consider the following to help you in crafting your goal:

- What aspect of your role are you most excited about or want to focus on this quarter?
- What skills are you hoping to further develop or gain from your work at NCA?
- What impact do you want to have on the student experience or interaction with NCA?

Specific: What do you want to accomplish? What actions are involved in this goal?

Measureable: How will you know when this goal is accomplished?

Attainable: How realistic is this goal for you based on resources, time and your level of experience?

Relevant: Does this goal align with helping you to develop personally/professionally/as an NCA staff member?

Time bound: What is the timeline for this goal? When will you know it has been accomplished?

Create at least one SMART goal that you can begin working towards this quarter.

Northwestern Career Advancement

Front Desk Student Worker Performance Evaluation

Evaluation Preparation

Prior to meeting with your supervisor(s) please reflect upon and complete the following:

1. Share example(s) of how you have developed and utilized the following transferable skills:

Transferable skill(s)	You may utilize this skill in the following ways:	Your Example(s)
Communication	Keeping others informed on the status of project or issues; asking questions when clarification is needed; letting manager know when unable to work; properly address the needs of callers/visitors/staff	
Initiative	Taking ownership of work; following through on assigned tasks; doing what is needed without being asked (i.e. keep lobby clean, re-load copier paper, restock career guides, sort mail, etc.)	
Customer Service	Striving for high customer satisfaction (greet students, listen attentively); having working knowledge of NCA services & structure in order to assist callers with accurate information; going out of the way to be helpful and pleasant; addressing the needs of callers/visitors/staff	
Work Ethic/ Organization/ Project Management	Planning ahead and managing time well; being on time for assigned shifts; dressing appropriately and represent NCA well; making sure assigned tasks take precedent over homework; completing projects on time and with strong attention to detail.	
Creativity/Innovation	Offering suggestions for improvement to current procedures and processes.	

2. Please draft your SMART goal for this quarter:

Northwestern Career Advancement

In-Meeting Discussion

During our conversation we will discuss the following reflection questions. Please read them in advance, but you do not need to come with completed responses.

1. What did you enjoy most about working at NCA this quarter?
2. What do you think you could improve upon in your role?
3. What progress have you made on your goal this quarter?
4. Do you have any questions/concerns or ideas you'd like to share? Is there anything your supervisor can do to better support you?
5. Finalized SMART Goal for next quarter: