



Career Readiness Resources

**Activities: Integrating the
Career Readiness Competencies
Into the Classroom**

Courtesy of Millikin University

Integrating the NACE Career Readiness Competencies into the Classroom

Freshman Seminar

Activity #1: Career Readiness Competencies: Building Awareness and Understanding

1. Provide students with a listing of the competencies along with definitions.
2. Provide students with context - Why list of competencies was developed and why it is personally relevant for them.
3. Break students into pairs or small groups to discuss. Assign each pair/group one or more of the competencies.
4. Each pair/group should discuss and list all the ways they can develop this competency during their college career – through the curricular, co-curricular, jobs and other experiences. Typically, this takes about 5-7 minutes.
5. Each pair/group will use flip chart paper to document and then share with the class. Allow time for comments from the whole class on each competency. There is always overlap – experiences that help to develop multiple competencies.

NOTE: This activity should be done early in the semester, to allow for time to re-assess and discuss growth over the semester. First-Year students are very often unaware of the depth and breadth of ways the competencies can be developed. The instructor can bring up things they may have missed in their discussions OR assign students to interview upperclassmen, faculty, and staff about their thoughts on developing a particular competency (sometimes I give them names of people on campus to speak with – Deans, Study Abroad Director, etc.). Students can share this information at the next class. I love doing this with first-year students because it allows them to learn so much more about what the campus has to offer, helps them to get to know others on campus, and validates the importance of the CR competencies.

Follow-Up Assignments:

1. Students write a one-page reflection on the activity and the competencies, also including which ones they already feel are strengths for them and which ones may need significant work.
2. Students rate themselves on each competency using a 1-5 Likert scale, noting why they selected this rating. (I use the same rating form that we use for student employment on campus, and internships – and make sure they know this, because they will see it again in their college career.)
3. Have students write a SMART goal for each competency (and turn in a copy to instructor). This should be something they can work on during the current semester. Allow time for sharing progress throughout the semester. Near the end of the semester have them report on progress or if they met the goal or not.
4. Have students take the *CliftonStrengths for Students* assessment. Discuss how student strengths may impact the development of each of the competencies, and how each competency may be demonstrated differently depending on strengths. For instance, what does Leadership look like for someone with Command as a strength vs. someone with Harmony as a strength?