



THE HANDBOOK

Curated Resources for Teaching and Assessing Career-Readiness Competencies | 2022



Developed by
Members of the NACE Community

Courtesy of the
National Association of Colleges and Employers



Table of Contents

03	Acknowledgement and Preface
04	Career & Self-Development
06	Communication
11	Critical Thinking
12	Equity & Inclusion
14	Leadership
16	Professionalism
18	Teamwork
20	Technology

Acknowledgements and Preface

Coordinator and Editor: Julia Overton-Healy, Ed. D., St. John Fisher College

Employer Liaison: Jeremy Grunfeld, The Forage

Technical Coordinator: Yoges Nathan, M.S., Norfolk State University

NACE Liaison: Matthew Brink

Steering Team Members:

Career & Self Development: Josh Palmer, M.A., University of Michigan-Dearborn

Communication: Lisa Randolph, M.A., William & Mary

Critical Thinking: Beverly McLean, SPHR, St. Mary's College of California

Equity & Inclusion: Heather Rickerl, M.S., University of Wisconsin-Superior

Leadership: Tim Harding, M.S., University of Tampa; Tracy Austin, M.Ed., Clemson University

Professionalism: Ryan Hollister, M.S., Salus University

Teamwork: Mark McFadden, M.P.S., SUNY New Paltz

Technology: Wendy Winter-Searcy, M.A., Colorado School of Mines

PREFACE

This handbook began as an innocent-enough question posted to the NACE Community: *Are the models for career-readiness competency badges or credentials?* The conversation blew up: so many requests for more info; so many responses of “following;” so much energy unleashed with that simple query! What began as a hunt for information evolved into regular virtual discussions with career services professionals from across the United States, sometimes gathering more than 200 people, representing a rich diversity of higher education institutions and employers. Over time, it became clear that what was desired was a collection of resources to teach the career readiness competencies—this handbook.

Consuming nearly a year of work, with a steering team and working groups, these volunteers dug in to solicit, review, and collect some of the most useful tools and resources to elevating career-readiness competency education. We recognize that we haven't gathered every resource; we also recognize that as NACE continues to move forward into the career-readiness orbit, it will provide robust assessments to measure learning in each competency area. The work of this group was to *generate operational definitions, identify practical examples, and collect useful resources for each of the competencies.*

In conjunction with NACE, this handbook is now provided to NACE members, and it will, undoubtedly, continue to evolve which is as it should. Our work was to *start the process*—to be the genesis—of something we hope will grow into a highly useful and valued tool. NACE will continue this work as a legacy of intellect and dedication to our profession.

It has been my honor to have been the driving organizer for this project. What began as a simple question bloomed into this handbook of which I am very proud. But more importantly, this experience reminded me of the extensive talent and dedication of career education professionals. I am grateful for the relationships I've developed with the steering team members and for the trust my colleagues placed in me.

Ever forward,
Julia Overton-Healy, Ed.D.

Career & Self-Development

TEAM

*Josh Palmer, M.A., University of Michigan-Dearborn; Alan Jones, M.Ed., Notre Dame of Maryland University; Mark Schappert, M.S., University of Southern New Hampshire

DEFINITIONS

NACE definition: 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.

Additional considerations: Learning through professional relationships; awareness of one's strengths, priorities, and stories; experiences that inform professional identity; life design/planfulness and reflection; lifelong learning/learning agility; meaning making; social capital; identity development; workplace engagement.

Domains of action: Reflection and self-assessment; exploring career options; gaining experience; developing networks; job-search strategies; lifelong learning.

BEHAVIORS

NACE sample behaviors:

- 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.

Suggestions for additional observable behaviors:

- Articulate one's strengths (skills, knowledge, dispositions) suitable to the work.
- Identify of one's weaknesses and development of a remediation plan.
- Investigate career and occupational options and planful approach to goal setting.
- Effective creation of and use of professional persona to advance connections.
- Create and manage professional documents.

RESOURCES

[9 Ways To Improve Your Personal Development Skills](#)

[36 Examples of Personal Development Goals for Your Career & Life](#)

[Growth and development in the workplace | B@W from](#)

[Importance of Personal Development in the Workplace](#)

[Personal Development and Career Management](#)

[Personal Development IS Career Development](#)

[Why Is It Important to Think About Career Progression?](#)

[Clemson University – Pillar 2A](#)

[Experiential Planner](#)



Communication

TEAM

*Lisa Randolph, M.A., William & Mary; Amy Beckman M.A., McPherson College;
Ed Brodka M.A., University at Buffalo; Carrie Rafanello-Bazar, M.S., Raritan Valley Community College

DEFINITIONS

NACE definition: Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.

Additional definition: Oral & Written Communication intentionally engages with an audience to inform, persuade, or entertain. (University of Minnesota)

See also *“The Communication Competency: Exploring Student Intern and Employer Communications Differences”* (February 2021 *NACE Journal*.) Communication is both expressive and technical; expressive in that ideas and thoughts are articulated in such a way as to be comprehensible by others, and technical in that the presentation of those ideas and thoughts are structured in a particular manner, depending on the medium.

BEHAVIORS

NACE sample behaviors

- Understand the importance of an 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.

Suggestions for additional observable behaviors

Written and digital communication:

- Write professional electronic/email communications that are clear, concise, grammatically correct, and free of spelling errors.
- Write informative messages that elicit specific actions.
- Ensure the receiver of email has all the necessary context to understand what the email is asking and provide specifics on what question you want them to answer. If you expect something back from someone, supply a due date so they understand your expectations
- When responding/writing emails, give relevant info in subject of message; don't combine multiple subjects in one email; make sure emails are personalized to the receiver (and their name and title are correctly defined, using name, date, title, agenda, action items) using a proper greeting and closing.
- Draft an effective and professional invitation to connect on LinkedIn.
- Able to draft a well-articulated, written work product that is clear and concise.
- Communicate in simple language that is accessible without the use of jargon.
- Effectively write reports, supported with research and data.
- Being able to write a resume, cover letter, LinkedIn profile and other branding documents
- Use social media effectively to convey a message.

Interpersonal and verbal communication:

- Discuss differences and resolve conflict/negotiate.
- Give and receive feedback.
- Carry on a face-to-face conversation and follow conversation without a prepared script.
- Actively listen, avoid multitasking, and show interest using positive body language, eye contact and verbal responses such as "uh huh," "ok," etc.
- Make people feel welcomed and respected by being authentic and honest to create a personal connection with others.
- Ask clarifying questions and paraphrase to ensure understanding.
- Understand your audience and adjust your communication accordingly.
- Review necessary info in advance, be prepared for discussion and actively participate at meetings.
- Speak on the phone with a clear voice and consistent greeting; being polite and provide quality customer service.
- Engage in storytelling to communicate a point.

Presentation and group communication:

- Practice oral presentations without having to read from your slides.
- Make eye contact.
- Minimize use of "uhs, ums, and likes."
- Invite questions and discussions from your audience.
- Know and understand your audience to adapt your message.
- Develop professional and appealing presentations with visuals and consistent formatting (font sizes & colors; aligned text).
- Deliver your message while keeping in mind the diversity and cultural differences of an audience.
- Present and communicate appropriately to all levels of the organization.
- Present and convey the significance of data.
- Actively participate in meetings.

RESOURCES

Articles

- [7 important workplace communication skills](#)
- [10 Communication Skills for Career Success](#)
- [Communication Skills: 10 Effective Communication Skills to Learn](#)
- [Top 5 Communication Skills and How to Improve Them](#)
- [Top 10 Communication Skills for Workplace Success](#)

LinkedIn Learning Articles

- **Editing and Proofreading Made Simple** (516507)
<https://www.linkedin.com/learning/editing-and-proofreading-made-simple/welcome?u=42275329&auth=true>
- **Writing Skills and Writing Proficiency** (Competency Collection)
<https://www.linkedin.com/learning/collections/6572761624418021376>
- **Presentation Skills** (Competency Collection)
<https://www.linkedin.com/learning/collections/6572761575814422528>
- **Communication and Interpersonal Influence** (Competency Collection)
<https://www.linkedin.com/learning/collections/6572759702382399488>
- **Communication Within Teams**
<https://www.linkedin.com/learning/communication-within-teams?u=51086953>
- **Communicating with Diplomacy and Tact**
<https://www.linkedin.com/learning/communicating-with-diplomacy-and-tact?u=51086953>
- **Communicating Through Disagreement**
<https://www.linkedin.com/learning/communicating-through-disagreement?u=51086953>
- **Communicating Across Cultures**
<https://www.linkedin.com/learning/communicating-across-cultures-2?u=51086953>

Clemson University

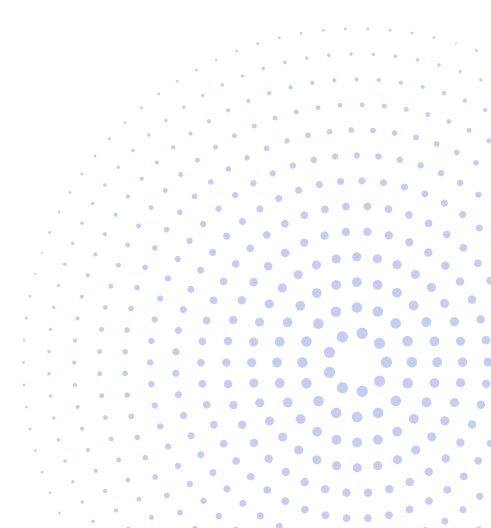
https://career.sites.clemson.edu/documents/CCPD_Competencies_Proficiency_Levels_Communication.pdf

National Communication Association

https://www.natcom.org/sites/default/files/publications/LOC_1_What_Should_a_Graduate_with_a_Communication_Degree.pdf

State of Rhode Island Career Readiness Competencies Module General Examples

- Develop and deliver a presentation for a class
- Check for understanding by asking clarifying questions
- Proofread online and written communication to avoid errors
- Have your resume and cover letters reviewed
- Complete a mock interview
- Develop an effective elevator pitch



University at Buffalo: Excerpt from *What Employers Want and How to Show You Have It* by Ed Brodka, with permission, as follows:

Tell a story about a time when you used one or more of the career competencies. Use the STAR model when telling your story, **S**T (Situation or Task), **A** (Action that you took), **R** (Results of your action).

Start now:

- Choose an experience (class project, internship, leadership activity, part-time job) you have had that you can use to talk about one or more of the following skills. For example: Resident Assistant
- Read the definition and the sample behaviors for each competency below.
- Think of a story or example of when you have shown one or more of the behaviors related to this competency.

For example, if you choose Communication, one of the sample behaviors of that competency is “Employ active listening, persuasion, and influencing skills.” You then enter in a specific story or example of that skill, such as:

Situation or Task – “When I was a Resident Advisor I had a student who was upset that they could not have guests in their room during the Covid-19 pandemic.

Action – “I listened carefully to the student’s concerns and assured them that I understood their frustration with this rule. I explained that the purpose of the rule was to ensure the safety of all the residents and gave them suggestions for how and where they can gather with other students safely.”

Result – “After that conversation the student adhered to the rule and was comfortable approaching me with their questions or concerns.”

Use your STAR Stories to show employers you are Career Ready in your online profiles like Handshake and LinkedIn, cover letters, and during your interviews.

University of Michigan-Dearborn

Networking Challenge

- Estimates say that 70% to 90% of jobs get filled before a company ever gets the word out. You must network to be successful in today’s job market. Networking is important, so when you go to a networking event, don’t hang out with your friends - Network! Attend an alumni networking or job fair event at UM - Dearborn. For this challenge, respond to the following:
- What event did you choose? Why?
- Who are three people (non-students) that you met at the event and what is your plan to follow up with them? Could one of them be a potential mentor?
- What could you have done differently to be able to meet more people?
- What did you do that was very successful and that you plan to use at future networking events?
- What were your assumptions before the experience?
- Were your assumptions correct? Why or why not?
- How does having this experience help you down the road in your professional life?

Show Off Your Skills: Present at a Public On-Campus Event

Challenge: Presenting at student poster fairs, competitions or showcases are a good way to get the practice to present out in the real world after graduation. For this challenge, present at an event outside of your normal class

After the event respond to the following (be specific):

- What was the event? Did you choose to participate or were you required to?
- Describe your presentation, include your topic and a bit about it.
- How did you feel about presenting before the event?
- What did you learn from this experience?
- If you could do it over again, what would you do differently?

Learning in Action Guidelines: What things are you doing to develop your skills? How can you reflect on the experiences you are having that will take your career development to the next level?

University of Michigan/Dearborn Talent Gateway: <https://umdearborn.edu/academics/talent-gateway>

University of Minnesota: YouTube video and RATE

- <https://www.youtube.com/watch?v=ll6vQLlc-pc>
- <https://get-ready.cla.umn.edu/RATE-career-readiness-tool.html>

University of Tampa, Spartan Ready: <https://www.ut.edu/campus-life/leadership/engage/spartan-ready>



Critical Thinking

TEAM

* Beverly McLean, SPHR. St. Mary's College of California; Andrea Mayer, M.A. Concordia University; Sarah Moore, M.Ed. University of Central Oklahoma; Kathleen D. Raniewicz, B.A. Roberts Wesleyan College; Stephanie Velke Ryan, M.Ed. Rochester Institute of Technology

DEFINITIONS

NACE definition: Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.

BEHAVIORS

NACE sample behaviors

- Make decisions and solve problems using sound, including reasoning and judgment
- Gather and analyze information from diverse resources 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
- Effective communication actions and rationale, recognizing the diverse perspective and lived experiences of stakeholders
- Multitask effectively in a fast-paced environment

Suggestions for additional observable behaviors

Students may build competency through:

- Classroom learning, i.e. debate, research papers, case studies
- Research
- Field experiences i.e. internships, practica, clinical placements
- Project-based service learning
- Student club/organization leadership



RESOURCES

[6 Critical Thinking Skills You Need to Master Now | Rasmussen University](#)

[Critical Thinking Skills: Definition, Examples & How to Improve](#)

[Defining Critical Thinking @ The Critical Thinking Community](#)

[What's the Importance of Critical Thinking in the Workplace?](#)

[Why Critical Thinking Skills Are Important in the Workplace](#)

Equity & Inclusion

TEAM

*Heather Rickerl, MS, University of Wisconsin-Superior;
Shonna Fore, MS, Southeastern Baptist University

DEFINITIONS

NACE definition: Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism.

Additional definitions:

Conference Board: https://www.conference-board.org/pdf_free/councils/TCBCP005.pdf

Cultural Competence: [The Nuts & Bolts of Diversity & Inclusion](#)

Cultural Intelligence Center

- [About Cultural intelligence](#)
- [Cultural Competence: An Essential Skill for Cultivating Diversity and Inclusion](#)

Global Competence Associates: [Diversity, Equity, and Inclusion](#)

- [Global Competence Model](#)

Ohio State University's Cultural Competence for Equity and Inclusion (from Department of Residence Life)

Toronto Region Immigrant Employment Council:

<https://triec.ca/wp-content/plugins/competency/TRIEC-Inclusive-Workplace-Competencies.pdf>

BEHAVIORS

NACE sample behaviors

- 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.

Suggestions for additional observable behaviors / learning outcomes:

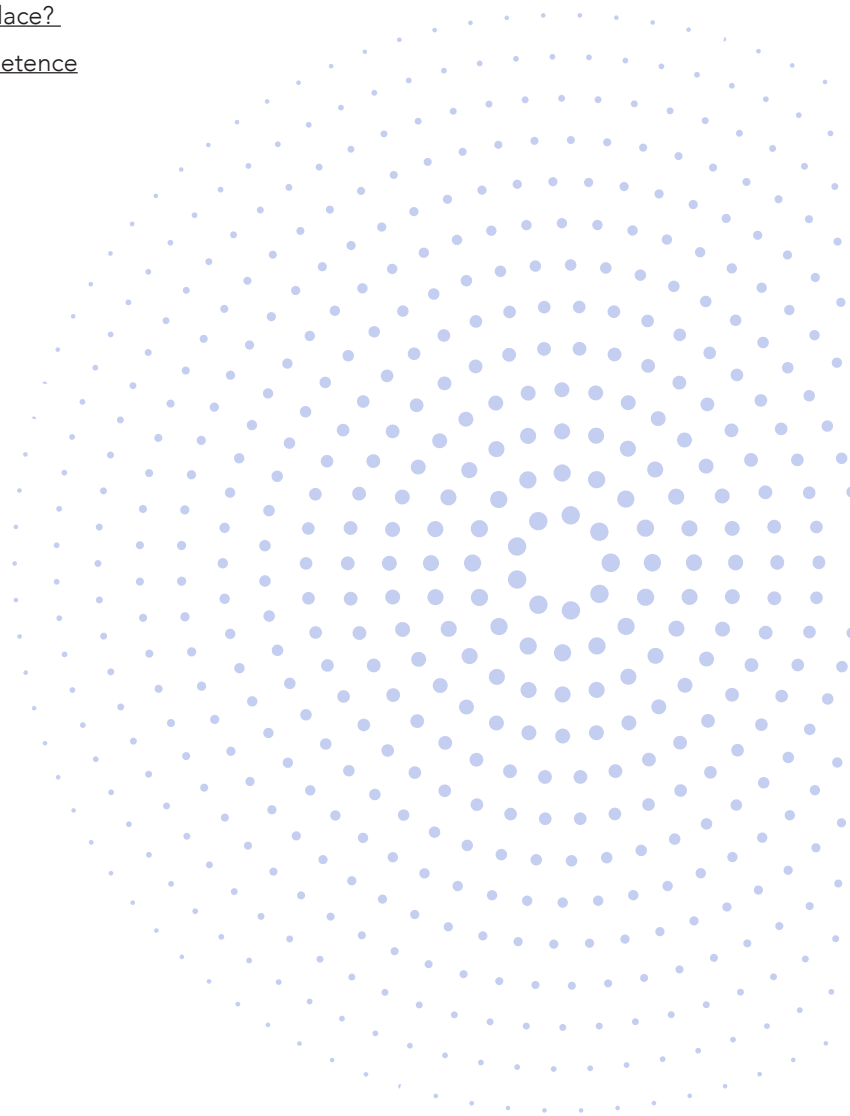
- Solicit and use feedback from multiple cultural perspectives to make inclusive and equity-minded decisions.
- Actively contribute to inclusive and equitable practices that influence individual and systemic change.
- Advocate for inclusion, equitable practices, justice, and empowerment for historically 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.

RESOURCES

[How to Integrate Diversity, Equity, and Inclusion Into Everyday Operations](#)

[What Does Cultural Competency Look Like in the Workplace?](#)

Teacher prep/K-12 admin: [NAIS Hiring for Cultural Competence](#)



Leadership

TEAM

*Tracy Austin, M.Ed. Clemson University; Julia Overton-Healy, Ed.D., St. John Fisher College

DEFINITIONS

NACE definition: Recognize and capitalize on personal and team strengths to achieve organizational goals.

Additional definitions:

- A process of social influence to maximize the efforts of others toward achievement of a goal. (Kevin Kruse, Forbes, 2013)
- Motivating a group of people to act toward achieving a common goal; directing workers and colleagues with a strategy. (Susan Ward, The Balance Small Business, 2020)
- To inspire and motivate others to align efforts toward a common objective. (Georgina Stewart, LeadChange, 2014)
- To partner and cooperate with others to identify, address, and solve complex problems in a constructive and positive manner. (Kate Vogel, Ring Central, 2020)

BEHAVIORS

NACE sample behaviors

- 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.

Suggestions for additional observable behaviors*

- Open communication
- Consistency and control of emotions
- Organized
- Ethical decision making
- Delegation and empowerment of others
- Project planning and time lining

* Source: "Keynote: You're Ready to Lead," Julia Overton-Healy, presented at Alfred State College, 2012

RESOURCES

[6 Things Professional Leaders Do Every Day](#)

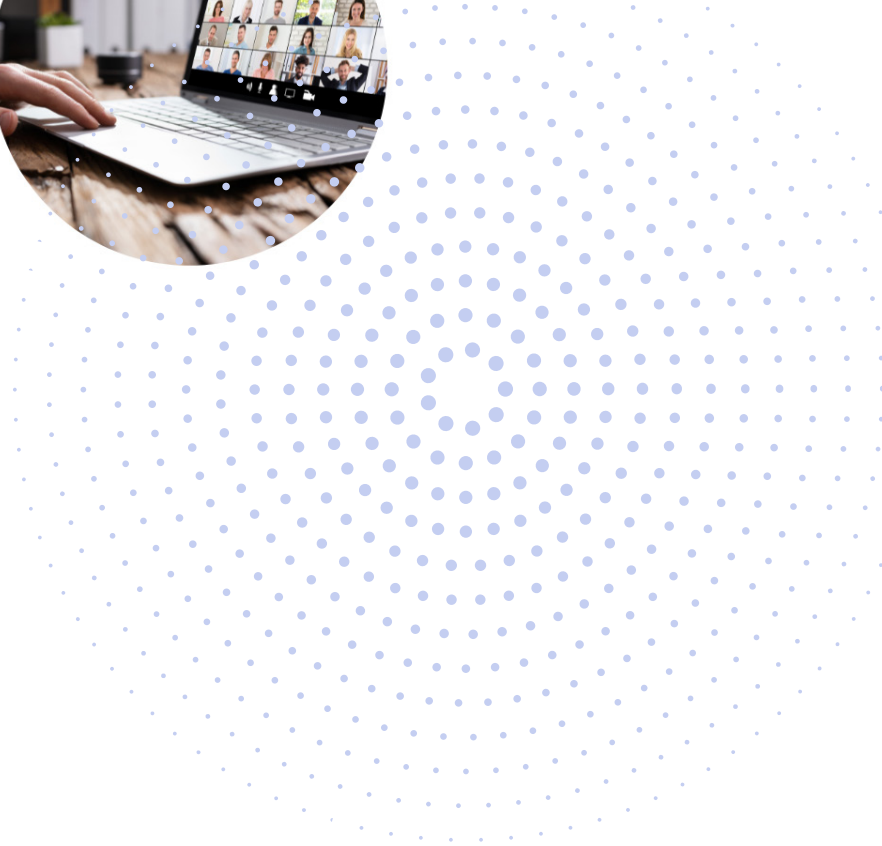
[How To Demonstrate Successful Leadership In The Workplace](#)

[The Most Important Leadership Competencies, According to Leaders Around the World](#)

[Top 10 Qualities of Effective Leadership in the Workplace \(& How To Implement Them\)](#)

[What Do Leaders in Different Fields Need to Succeed?](#)

Improving Your Leadership Communications – Collene Hauk —
1-hour course focused on leadership communications
<https://www.linkedin.com/learning/improving-your-leadership-communications>



Professionalism

TEAM

*Ryan Hollister, M.S., Salus University; Meg Barnes, PsyD, The University of Mississippi; Amy Wright, M.Ed., Northern Vermont University; Deborah Zimmer, M.A., The Universities at Shady Grove

DEFINITIONS

NACE definition: Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace

Additional definitions:

[10 Characteristics of Professionalism in the Workplace](#)

OSU Career Services. Components of professionalism.

<https://career.oregonstate.edu/sites/career.oregonstate.edu/files/professionalism.pdf>

BEHAVIORS

NACE sample behaviors

- 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.
- 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.

Suggestions for additional observable behaviors*

- Embraces integrity and personal accountability for self, others, and the organization.
- Creates a brand with value enhancement that aligns with both organizational and personal mission, vision, and values.
- Shows drive and initiative.
- Completes assignments or tasks on time.
- Self-imposes standards of quality.

* Source: Gebelein, S. H., Nelson-Neuhaus, K. J., Skube, C. J., Lee, D. G., Stevens, L. A., Hellervik, L. W., & Davis, B. L. (2004). *Successful manager's handbook: Develop yourself, coach others* (7th ed.). Minneapolis, MN: Personnel Decisions International.

Resources

Black, H. G., Dingus, R., & Milovic, A. (2021). From student to professional: Teaching professionalism in the marketing classroom. *Marketing Education Review*, 31(1), 41-52. <https://doi.org/10.1080/10528008.2020.1836974>

Bowen, T. (2018). "Becoming" professional: Examining how WIL students learn to construct and perform their professional identities. *Studies in Higher Education*, v43 n7 p1148-1159 2018. 12 pp.

Developing Your Professional Image <https://www.linkedin.com/learning/developing-your-professional-image> – LinkedIn Learning course included 4 chapter quizzes.

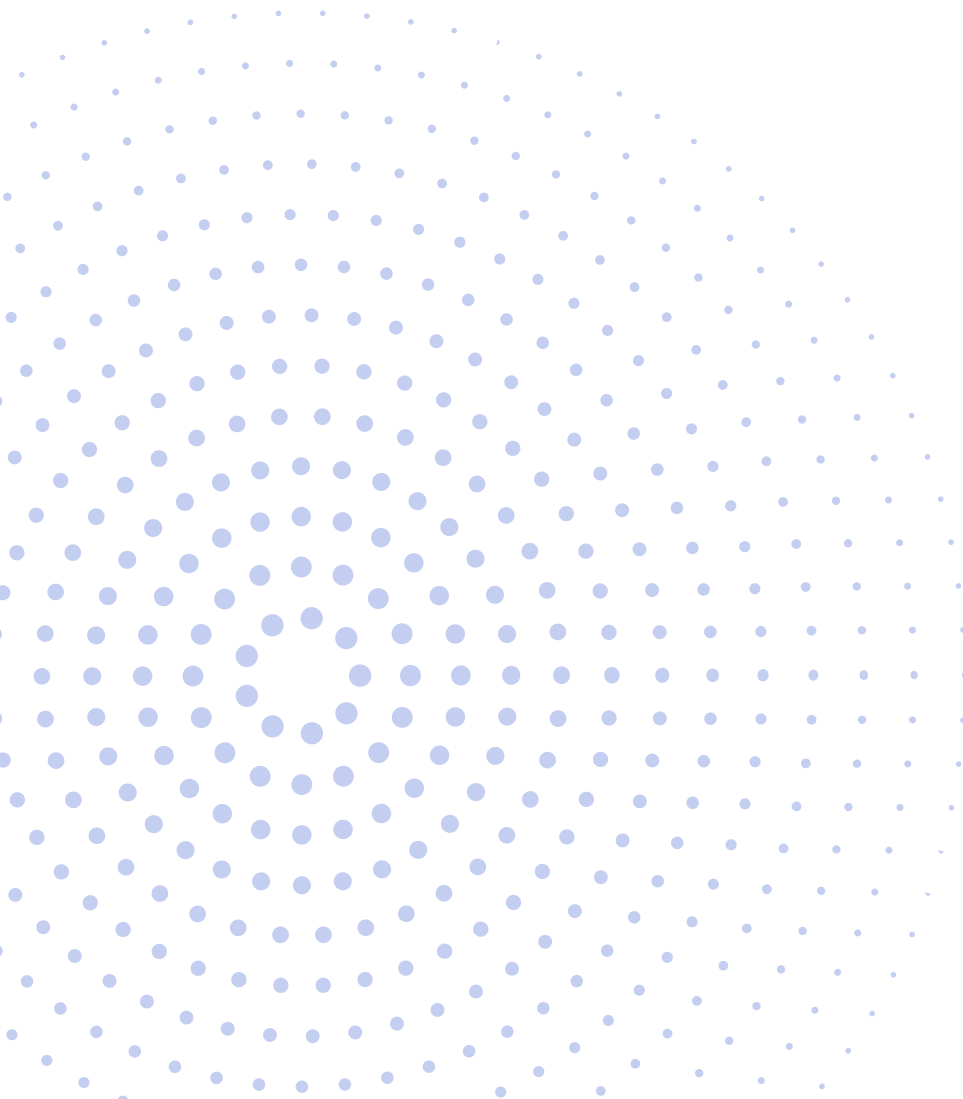
Ethics: Yes, Even When Nobody Is Watching | Dawne Ware | TEDxFairfieldUniversity
<https://www.youtube.com/watch?v=ohmOCHYz530>

How to Be More Professional at Work – Carl Friedrik – https://youtu.be/MimobT484_4

Indeed Career Guide – The Ultimate Guide to Professionalism
<https://www.indeed.com/career-advice/career-development/the-ultimate-guide-to-professionalism>

Neary, S. (2014). Professional identity: What I call myself defines who I am. *Career Matters* 2 (3): 14-15.
<https://derby.openrepository.com/bitstream/handle/10545/324124/Professional%20Identity%20What%20I%20call%20myself%20defines%20who%20I%20am.pdf?sequence=1&isAllowed=y>

The Practices of High Performing Employees - Clint Longenecker—20 minute video focusing on performance improvement and creating focus <https://www.linkedin.com/learning/the-practices-of-high-performing-employees>



Teamwork

TEAM

* Mark McFadden, M.P.S., SUNY New Paltz; Maureen Arigemma, M.B.A., Bard College;
Robin Nackman J.D., Marymount Manhattan College;
Beth Walsh, M.Ed., Northern Vermont University – Johnson

DEFINITIONS

NACE definition: Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.

Additional definitions:

Teamwork is generally understood as the willingness of a group of people to work together to achieve a common aim. [The Happy Manager](#)

Teamwork involves building relationships and working with other people using a number of important skills and habits. [Department of Labor](#)

Teamwork incorporates the ability to identify and utilize each team member's strengths and contributions in support of the common good. The outcomes of effective teamwork are characterized by open communication, the willingness to participate in group decision making, and shared responsibility. (Alison Doyle, The Balance Careers, 2020)

BEHAVIORS

NACE sample behaviors

- 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.

Suggestions for additional observable behaviors/learning outcomes:

- Engaging students in teamwork activities and projects enable them to learn the basic competencies of collaborative project work while simulating important skills required for the workplace. (Interprofessional Education Collaborative, 2016)

COMPETENCY DEVELOPMENT

Outcome competencies:

- Project work
- Shared responsibilities/tasks
- Leadership & delegation
- Follow-through
- Strategy and planning
- Synthesis of information shared by members
- Achievement of a goal
- Effective communication
- Negotiation skills
- Experiences
- Community/Partnership
- Engagement with and Integration of diverse individuals, perspectives, and backgrounds

Artifacts/experiences to build competencies:

- Campus organization membership
- Athletic team membership
- Class projects
- Group service learning/volunteer projects

RESOURCES

[6 Tips/Traits of Effective Teamwork](#)

[7 Important Teamwork Skills You Need in School and Your Career](#)

[The Benefits of Teamwork in the Workplace](#)

[A Guide to Promoting Teamwork in Your Organization](#)

[Important Teamwork Skills That Employers Value](#)

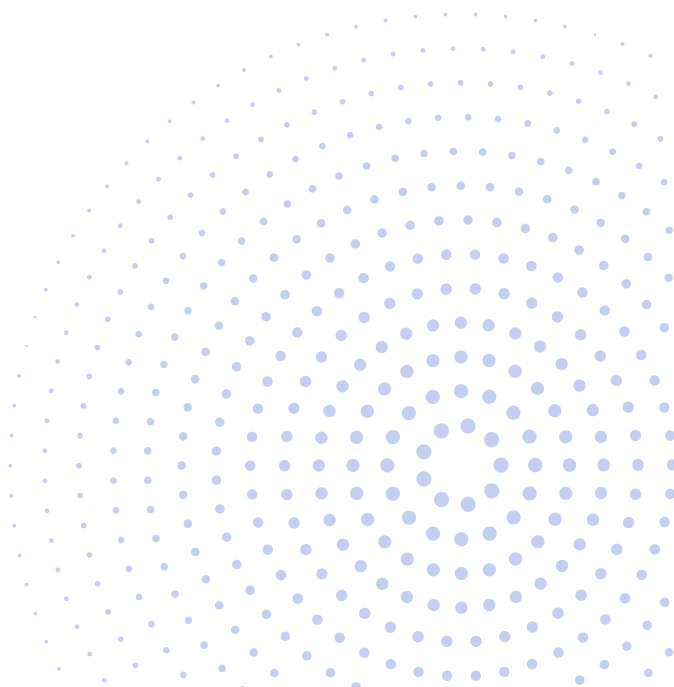
[Teamwork Is Crucial to Workplace Success](#)

[Teamwork Skills: Definition and Examples](#)

[Teamwork Skills: Definition, Examples, Best for Your Resume \[+Tips\]](#)

LinkedIn Learning Teaching resources

- [Being an Effective Team Member](#)
- [Teamwork Foundations](#)
- [Improve Your Teamwork Skills](#)
- [Working with Difficult People](#)
- [Creating a Culture of Collaboration](#)
- [Managing Team Conflict](#)
- [Communication within Teams](#)
- [Three types of teamwork](#)
- [Building Your Team](#)
- [Teamwork and collaboration](#)
- [Creative Collaboration](#)
- [Understanding teamwork types](#)



Technology

TEAM

*Wendy Winter-Searcy, M.A., Colorado School of Mines; Michelle Craighead, M.Ed., Westminster College; Alyssa Gostonczik, M.B.A., Viterbo University; Shannon Schwaebler, M.A., Northwestern State University

DEFINITIONS

NACE definition: Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.

BEHAVIORS

NACE sample behaviors

- 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.
- Display proficiency with relevant computer applications (e.g. spreadsheets, word processing)

Suggestions for additional observable behaviors/learning outcomes:

- Identify and apply appropriate technologies to improve efficiency and productivity of work.
- Demonstrate an ability to make appropriate use of technologies to communicate, collaborate, solve problems, make decisions, and conduct research.
- Exhibit digital citizenship through digital etiquette behaviors and recognizing impact of actions and words as a consumer and employee.
- Evaluate data privacy and security concerns to verify legitimacy of external requests for information.
- Navigate and assess changes in technology platforms to adapt knowledge and differentiate among options.
- Determine and practice personal boundaries to ensure well-being and balance through and with use of technology.

Examples of how to develop competency

- Badges available through LinkedIn Learning, Coursera, Canvas (Badgr add on), industry certifications (such as CompTIA), state workforce development certifications
- Career Readiness course (academic credit), introduction to computing course
- Graduation requirements
- Comprehensive Learner Record (transcribed co-curricular activities)
- Suitable or similar tracking software
- Google, Amazon, Apple may have "big tech" competencies to review

RESOURCES

[Here Are Some Tips for Keeping Up With Technology in the Workplace](#)

[The Importance of Digital Skills in the Workplace](#)

[Improving Your Computer Literacy: Everything You Need to Know](#)

[Technological Literacy](#)

[Technology Literacy Definition and Meaning](#)

[Technologically Literate Citizens](#)

[What Are the Top 10 Job Skills for the Future?](#)

