Career Checkpoint

Make the most of your Marketable Skills

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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 staff 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/Problem Solving
- Oral/Written Communications
- Teamwork/Collaboration
- Digital Technology
- Leadership
- Professionalism/Work Ethic
- Career Management
- Global/Intercultural Fluency

Additional information regarding the eight learning outcome domains can be found in the Marketable Skills Matrix on page 10 and 11 of this toolkit.
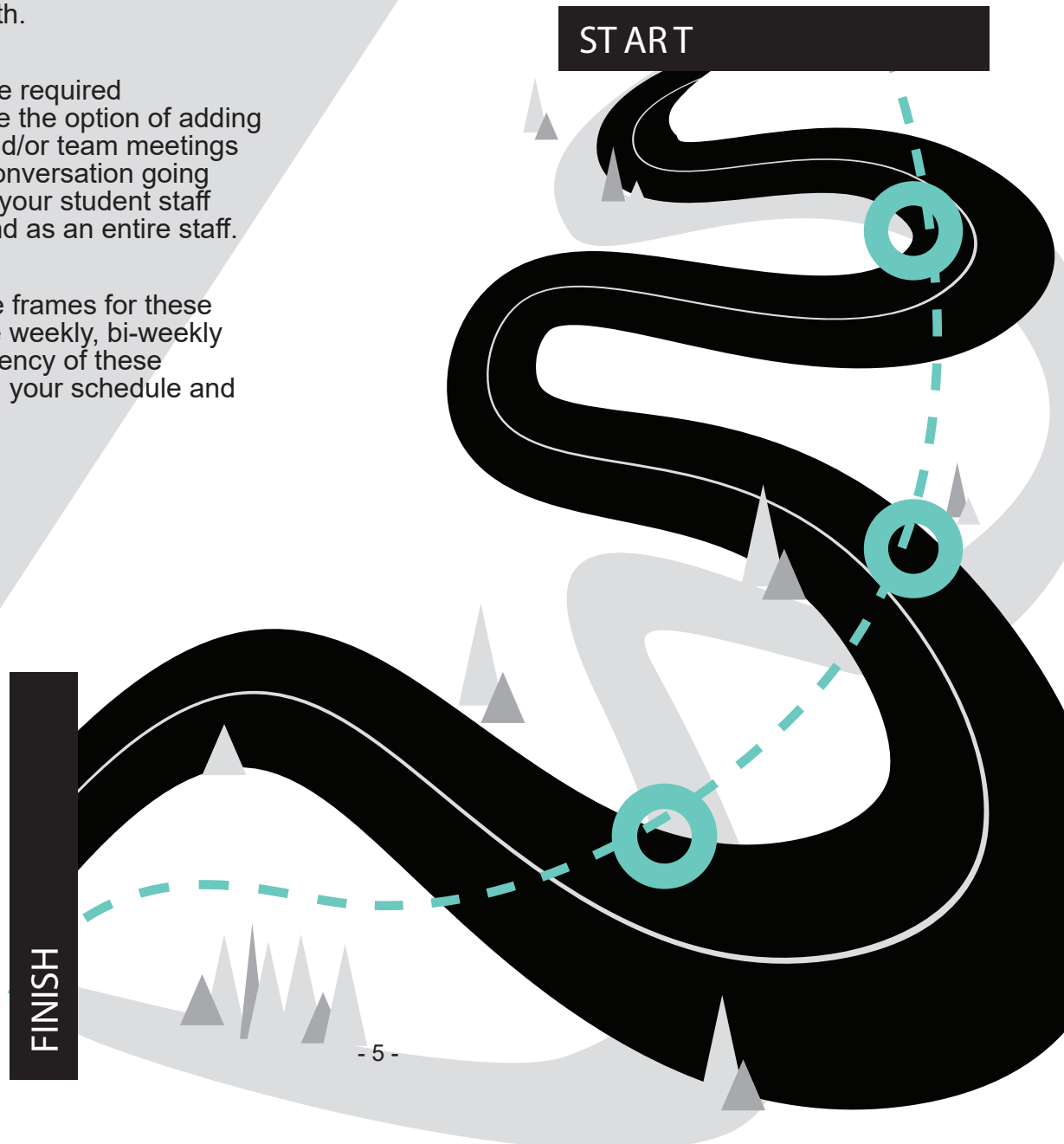
Career Checkpoint
An Overview

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

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.
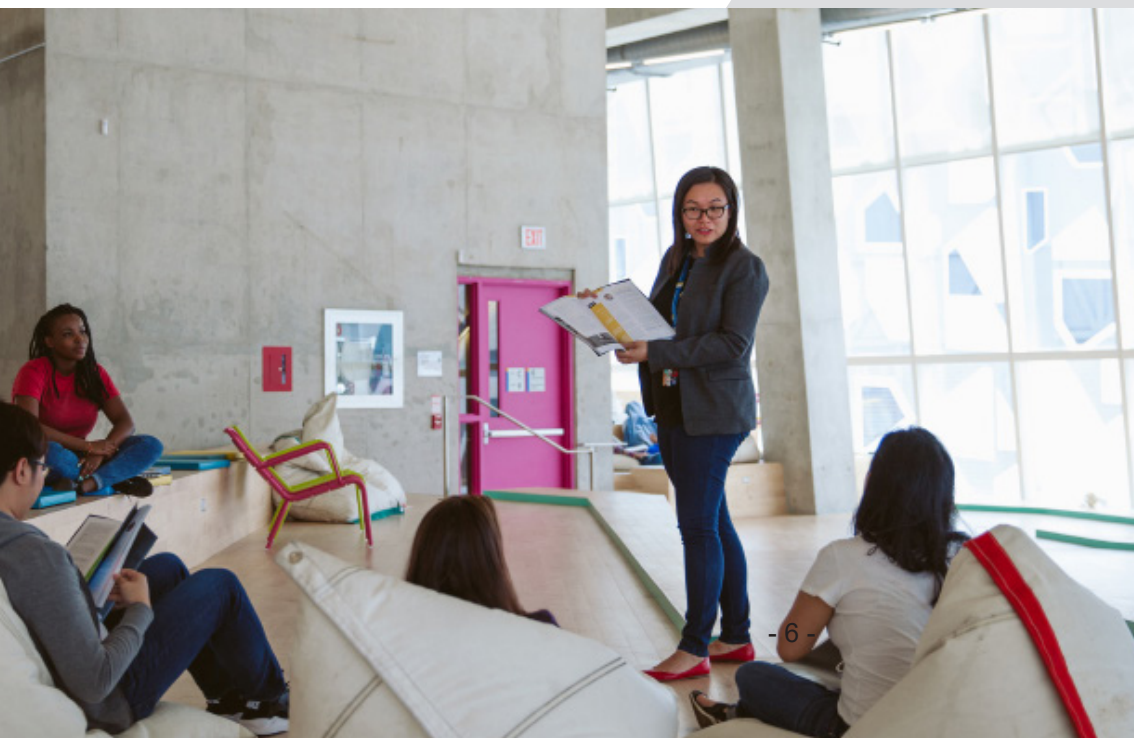
Checkpoint Meetings & Development Reviews - *Required*

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	Time of Year
Checkpoint #1 no Development Review	Beginning of student staff contract	September/January/May
Checkpoint #2 and Development Review	Midpoint of student staff contract	Late October/February/June
Checkpoint #3 and Development Review	End of student staff contract	December/April/August

* Timeline depicts a typical student staff contract period

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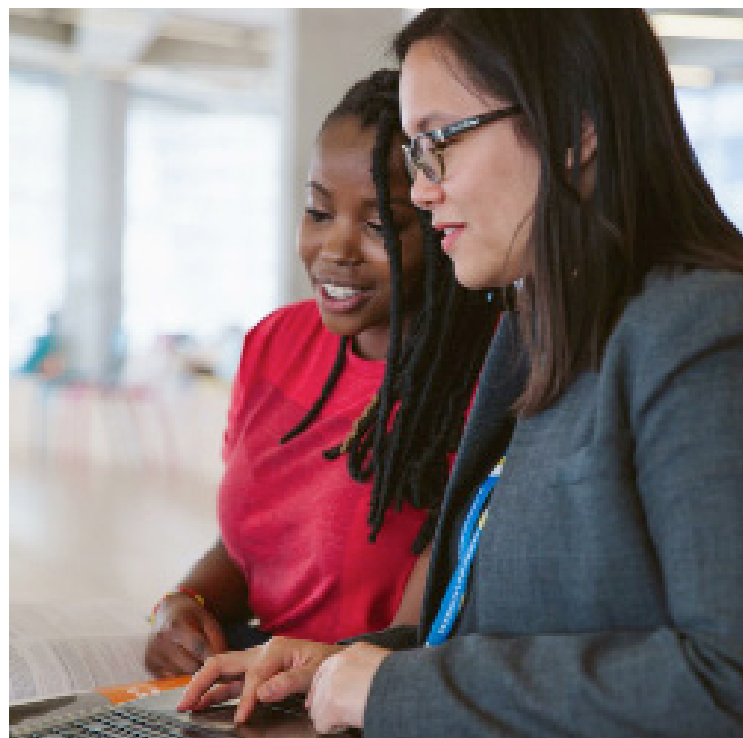
Team Meetings - *Recommended*
Choose from weekly, bi-weekly, or monthly.

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 Skill	Outcome - Students who demonstrate this skill should be able to...	Ways student staff attain this skill
Critical Thinking	• Exercise sound reasoning while analyzing issues • Make well founded decisions • Obtain, interpret and use knowledge, facts and data • Demonstrate originality and inventiveness	• 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
Oral/Written Communication	• Articulate thoughts and ideas clearly and effectively in oral and written forms to persons inside and outside the organization. • Speak publicly • Effectively write and edit memos, letters and complex technical reports	• Oral presentations/performances in which your student staff must persuade, inform or summarize information • Tasks that require effective and precisely written material/ information
Teamwork/Collaboration	• Build collaborative relationships with colleagues and students representing diverse cultures, races, ages, genders, religions, lifestyles and viewpoints • Work within a team structure • Negotiate and manage conflict	• Group assignments that require student staff to work together to achieve a goal • Allow student staff to share ideas about how to better current processes • Include student staff in departmental discussions as appropriate
Digital Technology	• Leverage existing data technologies ethically and efficiently to solve problems, complete tasks and accomplish goal • Effectively adapt to new technologies	• Web editing, video editing, graphic design • Working within databases • Using new technology to complete assignments • Allow student staff to implement new technology to better departmental processes

Marketable Skill	Outcome - Students who demonstrate this skill should be able to...	Ways student staff attain this skill
Leadership	• Leverage the strengths of others to achieve common goals • Use interpersonal skills to coach and develop others • Able to assess and manage his/her emotions and those of others • Organize, prioritize and delegate work	• Provide opportunities for student staff to take the lead on projects/ activities • Allow student staff to delegate roles within an assignment
Professionalism/Work Ethic	• Demonstrate personal accountability and effective work habits, e.g., punctuality, time management, working productively with others and workload management • Understands the impact of non-verbal communication on professional work image • Demonstrate integrity and ethical behavior • Act responsibly with the interests of the larger community in mind • Learn from his/her mistakes	• Model this behavior amongst your professional 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
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 • To navigate and explore job options • Understand and can take steps necessary to pursue opportunities • Understand how to self-advocate for opportunities in the workplace	• 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 • Suggest the MyPlan Assessment career counseling to explore career options (more information about these services can be found at wtamu.edu/career) • During Checkpoint Meetings, discuss the marketable skills the student has developed and how those skills will transfer to their career field

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?

ORAL/WRITTEN 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/COLLABORATION

1. What would our department look like without teamwork/collaboration?

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

DIGITAL 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?

GLOBAL/ INTERCULTURAL FLUENCY

1. Do you feel your department effectively incorporates global/intercultural fluency?

2. How do you think we could improve global/interculteral fluency 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/WORK ETHIC

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 MANAGEMENT

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

ORAL/WRITTEN COMMUNICATION: ability to effectively and appropriately communicate information, opinions, ideas and suggestions through oral and written communication	
Employee Rating: 1 2 3 Comments / examples:	Supervisor's Rating: 1 2 3 Comments / examples:

TEAMWORK & COOPERATION: collaborative, respectful, adaptable, flexible, respectful, conscientious of others, able to compromise	
Employee Rating: 1 2 3 Comments / examples:	Supervisor's Rating: 1 2 3 Comments / examples:

DIGITAL TECHNOLOGY: capability of leveraging existing data technologies effectively and adapting to new technologies in the work place	
Employee Rating: 1 2 3 Comments / examples:	Supervisor's Rating: 1 2 3 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 MANAGEMENT: 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:			

GLOBAL/INTER-CULTURAL FLUENCY: 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 Association 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-defined/

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:
http://www.thecb.state.tx.us/index.cfm?objectid=5033056A-A8AF-0900-DE-0514355F026A7F

For more information about Career Checkpoint and additional resources, contact Career Services:
wtamu.edu/career | part-timejobs@wtamu.edu | 806.651.2345 | Classroom Center 113