

Building Career Competencies

If your student has completed the [Corporate Mentorship Skill Self Assessment](#), you will receive an email listing their top 3 skills and their top 3 areas for improvement. The 8 competencies listed below are derived from the National Association of Colleges and Employers [Competencies for a Career-Ready Workforce](#). You are free to structure your mentorship as you see fit, but are invited to use these resources and exercises as needed. Need something you don't see listed? Let us know. For questions, please contact Kristyn Meyer at kmeyer@harpercollege.edu or 847.925.6468.

Career & Self Development Skills

Identifying Opportunities for Personal Development: have the student find an advertised vacancy for a position on their career path. Ask them to identify which listed skills they currently possess and where they might need further development. Strategize how they can develop those needed skills. This exercise can be performed with entry level positions as well as more senior roles. Students will see what competencies are needed for their first job in this field and where they will need to develop long-term.

[A Professional Development Plan to Level-Up Your Life](#) from Science of People (Video)

[How to Write a Professional Development Plan \(With Examples\)](#) by the Indeed Editorial Team

Seek Networking Opportunities: share pathways for professional networking within your field and create a plan with the student for how they can participate. Describe best practices for meeting others at networking events (see also Elevator Pitches in the Communication section below).

[How to Hack Networking](#) from TEDxUniversityofNevada (Video)

[An Introvert's Guide to Networking](#) from TEDxPortland (Video)

[Become a Networking Expert in 7 Steps](#) by the Indeed Editorial Team (Article)

Communication

Interviewing: Share common interviewing strategies and questions and hold a mock interview with the student

[125 Common Job Interview Questions and Answers \(With Tips\)](#) by the Indeed Editorial Team (article with embedded videos)

[The STAR Method: The Secret to Acing Your Next Job Interview](#) from The Muse (article)

Negotiating Salary: Communicate the importance of salary negotiations as part of job offers and share best practices for securing an equitable and desirable salary

[How to Talk About Salary in a Job Interview by the Indeed Editorial Team](#) (article with embedded videos)

[Tips for Negotiating your Salary \(from an ex-FAANG recruiter\)](#) from Muko's Corner
(Video; start at 2:05 after intro)

[15 Rules for Negotiating a Job Offer](#) from Harvard Business Review

[How to Negotiate Salary: 3 Winning Strategies](#) from the Harvard Law School Program on Negotiation

Elevator pitches: have the student create a 90 second introduction of themselves, a company or a product. They should plan to present this elevator pitch and receive coaching on its content and presentation.

Resources:

[How to Create the Perfect Elevator Pitch from Indeed Career Tips](#) (Video)

[Tips for Perfecting Your Elevator Pitch from Business News Daily](#) (Article)

Critical Thinking

Introducing Critical Thinking Skills: share the role of critical thinking in your role or industry, and walk the student through a strategy you might use to solve a critical thinking problem. Then, encourage the student to map out how they would develop a solution to a hypothetical problem using critical thinking skills. Evaluate the success of their proposed strategy together.

[Five Simple Strategies to Sharpen Your Critical Thinking](#) from BBC Ideas (Video)

[7 Habits of Highly Effective Thinkers](#) from Freedom in Thought (Video)

[Critical Thinking: Fundamentals: Introduction to Critical Thinking](#) from Wireless Philosophy (Video, focuses on argumentative logic)

[Analytical Skills in the Workplace: Definitions and Examples](#) by the Indeed Editorial Team

Practice Critical Thinking Skills: invite students to use and strengthen their critical thinking skills through fun, interactive games between meetings.

[BBC iReporter: Spot real stories and dodge fake news](#)

[Bad News: explores the social mechanics behind viral falsehoods](#)

Equity and Inclusion

Uncover Unconscious Bias: watch the video [Unconscious Bias Exercise from Diversity Consultant Scott Horton](#) and discuss Horton's 3 levels of trust. How might the unconscious bias change affect our workplace? What strategies can be used to overcome bias to those in levels 1 or 2?

[We all have implicit biases. So what can we do about it?](#) From TEDxMidAtlantic Salon (Video)

[How to Identify and Overcome Your Implicit Bias](#) from Maryville University (Article)

Learn about Inclusive Management: ask the student what qualities they believe a good leader has, and what their role is in bringing out the best in their team. In what way does their vision promote or detract from inclusivity on the team? How can these qualities be reconciled with respecting and including team members' authentic selves?

[How to Get Serious About Diversity and Inclusion in the Workplace](#) from TED (Video)

[8 Top Qualities of an Inclusive Manager](#) from Fellow

[Inclusive Leadership: Steps your Organization Should Take to Get it Right](#) from Center for Creative Leadership (Article)

[4 Ways Managers Can be More Inclusive](#) from Harvard Business Review (Article)

Explore Simulations: cultivate empathy and spark discussion by asking your student to engage with a free online simulation. These simulations demonstrate the subtle ways in which issues of equity and inclusion pervade our lives. Using language and examples from these simulations, describe how these concepts apply to a professional setting.

[Parable of the Polygons](#) (explores diversity and bias)

[Spent](#) (first-person poverty simulator)

[Republia Times](#) (exposes the business of bias)

Leadership

Practice Building a Plan: collaborate with your student to identify an upcoming project. This project may be from one of their classes or a work product or skill to be developed during this mentorship. Using an appropriate timeline and checkpoints, develop a plan for moving the project forward. Identify deliverables, budgetary needs, action items, opportunities to integrate feedback, etc. Once you and the student have created a plan together, ask them to build a similar plan for another relevant project.

[How to Create an Effective Action Plan](#) by Brian Tracy (Video)

[How to Create an Action Plan and Achieve your Goals](#) by Kim Nagle (Video)

[Time Management](#) from The Corporate Finance Institute (Article)

[Time Management: 10 Strategies for Better Time Management](#) from University of Georgia Extension (Article)

Discuss Leadership Styles: ask the student to think of 3 authority figures in their lives. They can be supervisors, instructors, parents/guardians, etc. Then, ask them to come up with 5 words for each of these individuals that describe their leadership style. Use their descriptors to assess what makes these authority figures effective or ineffective in their leadership. Collaborate with the student regarding what qualities are most effective in leaders.

[What is Transformational Leadership](#) by Irina Ketkin (Video)

[Leadership Styles Workbook](#) by MindTools (Article with self-reflection exercises)

[Becoming a Transformational Leader](#) from The University of Wisconsin-Madison School of Business (Article)

Professionalism

Discuss Professional Norms in Your Field: have the student brainstorm 10 professional behaviors and 10 unprofessional behaviors. Discuss each one and what makes those behaviors professional or unprofessional. Once you have discussed the student's understanding of professionalism, introduce the professional norms in your industry and in your workplace. What are the standards of dress? Communication? Customer service? Work product? Handling conflict? Behavior in meetings, interviews, etc? Take special care in introducing the student to unwritten rules of the workplace (e.g., sending thank you notes after interviews, office/cubicle etiquette).

[Professionalism in the Workplace](#) by Youth Career Options (Video)

[Unprofessional Work Behaviors](#) by Compete Outside the Box (Video)

[How to be More Professional at Work](#) from Skillcast (Article with additional free course downloads)

[Professionalism](#) from Virginia Tech Career and Professional Development (Article)

[What Does It Mean to Take Responsibility for Your Actions at Work](#) by the Niagara Institute (Article)

Teamwork

Practice Giving and Receiving Quality Feedback: Discuss past instances where the student recalls receiving good, helpful feedback and instances when feedback was ineffective. Work together to identify why each form of feedback succeeded or failed and use this as a starting point to discuss the qualities of excellent feedback. Once you have established some standards for excellent feedback, create a hypothetical example with the student about a workplace situation that needs to change (e.g., leaving a mess in the breakroom, taking too long to reply to emails). The student will take on the role of supervisor and will provide the mentor with feedback on this situation using the constructive feedback skills you have established. Then, switch roles. Give the student an opportunity to receive feedback in a way that is constructive. Provide coaching as the student practices to hone their skills.

[Constructive Feedback for Managers: Giving Feedback Effectively](#) from Primeast US (Video)

[Listening to Feedback](#) from CareerBrainery (Video)

[16 Ways to Deliver Effective Feedback in the Workplace](#) from the Indeed Editorial Team (Article)

Working in Teams: Ask the student to describe their last experience working in a team—perhaps a group project for class or within their workplace. Encourage them to describe the

process of working in the team. What roles did each team member take? Did everyone contribute equally? Was everyone rewarded fairly based on what they contributed to the outcome? Did conflict arise and how was it managed? Use this description to identify how the student feels about team-based work and their strengths and weaknesses in team settings.

[5 Types of Conflict in the Workplace and How to Handle Them](#) from Make A Dent Leadership (Video)

[Belbin's Team Roles for Beginners](#) by Dr. Hayley Stainton

[6 Top Tips for Better Teamwork](#) from the Indeed Editorial Team (Article)

[15 Top Tips To Become a Better Team Player at Work](#) from Forbes (Article)

[Group Member Roles](#) from Communication in the Real World from University of Minnesota Libraries (online book chapter)

Technology

Build a Plan for Technological Competencies: share with the student the top 3 technological tools/skills used in your industry. Determine the student's level of comfort and skill with each of these technologies. Make a plan for how the student can reach a level of competency with each of these technologies. Set a plan and timeline for how they can develop the skills they need when they enter the workforce as well as more long-term technological competencies that will help them to lead in more senior roles.

[How I Learn New Skills & Software Engineering Concepts Fast](#) from Engineering with Utsav (Video)

[Top 10 Technologies to Learn in 2022](#) from Simplilearn (Video)

[What Employers Want: 22 In-Demand Skills](#) from Business News Daily (Article)

[7 Best Tips to Learn and Master a New Technology](#) from GeeksforGeeks (Article)