



Eagle Path

Enhancing the On-Campus Student
Employment Experience



BOSTON COLLEGE
Division of Student Affairs

THIS BOOK BELONGS TO:

NAME

CLASS YEAR

DEPARTMENT

SUPERVISOR

STUDENT EMPLOYMENT ROLE

TITLE

BRIEF DESCRIPTION:



A Letter from the VPSA

Welcome to Eagle Path!

As a student employee in an Eagle Path department, you are about to embark on a journey of both employment and discernment. The Division of Student Affairs introduced this initiative in Fall 2017 as a way to enhance the on-campus student employment experience. We believe that your on-campus job is part of your overall Boston College educational experience and that, through intentional conversations with your supervisor as well as reflection on the interconnectedness between your courses, employment, and other co-curricular involvement, each experience and your education in its entirety will be more meaningful to you.

Our data has shown that participating in Eagle Path helps students to develop specific career competencies relative to peers who do not have the opportunity to participate in this program. All of us at the college are invested in your success and we hope that Eagle Path provides an additional opportunity for you to continue to grow as a student, and as an individual ready for the world of work.

Thank you in advance for your contributions this year—both the work you do as part of your student employment role and the work you do to reflect on that role.

Go Eagles!

Dr. Shawna Cooper Whitehead

What is Eagle Path?

Eagle Path is a guided approach to supervision of student employees to help you reflect upon, recognize, develop, and articulate your career aspirations. Many students work on Boston College's campus. If given the right set of tools and space to reflect on the experience, on-campus employment can enhance your overall educational experience and provide helpful information you can use as you discern and plan for meaningful careers and lives beyond BC. In other words, we believe campus employment can and should provide you with opportunities to develop important workplace skills, connect academic and co-curricular experiences, and increase your understanding of what brings you joy, what you are good at, and what the world needs you to do.

HOW DOES IT WORK?

It's pretty simple, actually! It happens through brief, but intentional one-on-one or group discussions between you and your supervisor and through reflection on what you are learning in your on-campus position as it relates to your courses, other co-curriculars, and future plans. Supervisors are provided with a few questions to prompt your reflection. Further, they will help you develop goals and provide you with feedback on your performance on a regular basis. These simple supervisory enhancements have a powerful impact on the student employment experience and in the exchange of information between you and supervisor.

In the end, student employees who participate in Eagle Path will be able to:

Articulate connections between your student employment and your academics and co-curricular experiences.

Articulate connections between interests, skills, and values, your student employment role, and potential careers.

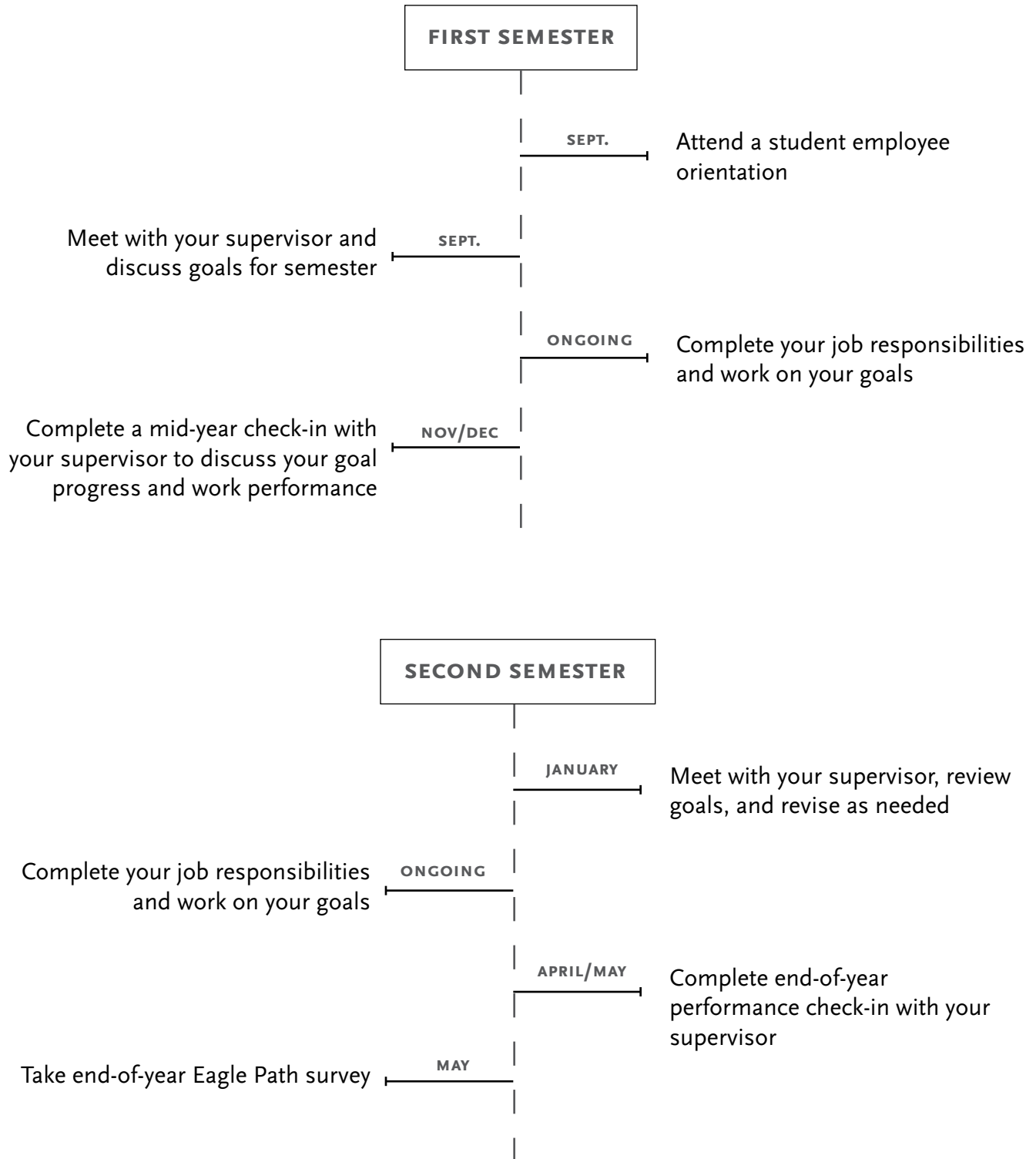
Articulate what competencies you are gaining through your student employment role and develop a plan to further develop the competencies that are valued by employers.

WILL IT FIT MY SCHEDULE?

Perhaps best of all, being part of Eagle Path will require minimal (if any) additional time on your part. You receive these benefits simply by being employed as a student employee in a Boston College department that participates in Eagle Path, and the Eagle Path discussions with your supervisor will be built into your schedule as appropriate. In some cases, you may need to schedule additional times to meet with your supervisor outside of your regular work hours, but that can be arranged at a time that works for you.

Timeline

Use the following timeline as a guide as you complete the Eagle Path program. This timeline will continue as long as you are employed by your current employer.



Competencies Employers Seek

The National Association of Colleges and Employers (NACE) has indicated eight essential professional competencies expected of new college graduates. Every class, job, internship, leadership position, and etc. that you participate in throughout your Boston College education is helping you develop these competencies.

Think about these competencies and use them to help you discuss and set goals with your supervisor about your student employment role this year. While you likely will not have the chance to develop every competency in this role, your student employment position provides an opportunity to supplement and complement the competencies you are gaining in the classroom and through other on- and off-campus involvement.

Think about these questions and discuss your responses with your supervisor: In which competency areas are you strong and how can you use those strengths in this student employment role? In which areas do you want to grow through this role? If you have a sense of your career interests, which competencies are most central to your career aspirations?



Goal Setting

Setting goals with your supervisor is a helpful way to ensure that you have communicated what you hope to learn from your student employment role and that you and your supervisor agree on what you should be focusing on each semester in your role. These goals can focus on development of a particular skill or emphasize your work on a particular project.

YOUR GOALS SHOULD BE SMART

S

SPECIFIC

What is it that you want to achieve?

M

MEASURABLE

How will you know if you achieved it?

A

ATTAINABLE

Is it within the scope of your role, but also giving you something new to aspire to?

R

RELEVANT

Is it aligned with your role and function?

T

TIMEBOUND

By when should the goal be achieved?

GOALS FOR FIRST SEMESTER

GOALS FOR SECOND SEMESTER

Date goals were discussed and agreed upon:

____/____/____

Date goals were discussed and agreed upon:

____/____/____

Discussions With Your Supervisor

The following questions can be used to guide your reflection and Eagle Path discussions with your supervisor. These are intended as a starting point; you and your supervisor can decide where to focus each discussion and if there are additional questions to be discussed during each conversation.

- *What are you learning in this job that is helping you in your academics?*
- *Looking at the list of competencies, can you share two examples of skills you are developing in this job that you think you will use in your chosen profession?*
- *What are you learning in class that you can apply here are work?*
- *Looking at the list of competencies, which do you feel are your areas of strength? Which do you want to further develop? Which do you most enjoy using?*

Use the following space to reflect on each Eagle Path discussion with your supervisor. What were your greatest takeaways from this conversation? What had you not considered before this conversation? What feedback did you receive? Was there anything that surprised you? If so, what? In what areas do you wish to improve? What will you do with this information and when will you do it?

DATE OF CONVERSATION: ____/____/____

DATE OF CONVERSATION: ____/____/____

Discussions With Your Supervisor

DATE OF CONVERSATION: ____/____/____

DATE OF CONVERSATION: ____/____/____

DATE OF CONVERSATION: ____/____/____

Discussions With Your Supervisor

DATE OF CONVERSATION: ____/____/____

DATE OF CONVERSATION: ____/____/____

DATE OF CONVERSATION: ____/____/____

Your Values

Values are indicators as to what is most important in your life and they guide our choices. There is no “best” set of values, and identifying what makes you feel happy and satisfied can help as you make many decisions, including major and career choice.

MARK THE TEN VALUES THAT ARE MOST IMPORTANT TO YOU:

- | | | |
|--|---|--|
| <input type="checkbox"/> Accomplishment | <input type="checkbox"/> Creativity | <input type="checkbox"/> Physical Activity |
| <input type="checkbox"/> Adventure | <input type="checkbox"/> Education | <input type="checkbox"/> Power |
| <input type="checkbox"/> Autonomy | <input type="checkbox"/> Entrepreneurship | <input type="checkbox"/> Prestige |
| <input type="checkbox"/> Beauty | <input type="checkbox"/> Environment | <input type="checkbox"/> Problem-Solving |
| <input type="checkbox"/> Belonging to a | <input type="checkbox"/> Excitement | <input type="checkbox"/> Recognition |
| <input type="checkbox"/> Group/Team | <input type="checkbox"/> Fairness | <input type="checkbox"/> Relationships |
| <input type="checkbox"/> Caring for Others | <input type="checkbox"/> Fame | <input type="checkbox"/> Respect |
| <input type="checkbox"/> Challenge | <input type="checkbox"/> Free time | <input type="checkbox"/> Responsibility |
| <input type="checkbox"/> Collaboration | <input type="checkbox"/> High Earnings | <input type="checkbox"/> Risk-taking |
| <input type="checkbox"/> Communication | <input type="checkbox"/> Humor | <input type="checkbox"/> Security |
| <input type="checkbox"/> Community Service | <input type="checkbox"/> Independence | <input type="checkbox"/> Spirituality |
| <input type="checkbox"/> Cooperation | <input type="checkbox"/> Influence | <input type="checkbox"/> Status |
| <input type="checkbox"/> Competence | <input type="checkbox"/> Intellectually | <input type="checkbox"/> Structure |
| <input type="checkbox"/> Competition | <input type="checkbox"/> Stimulating | <input type="checkbox"/> Variety |
| <input type="checkbox"/> Consistency | <input type="checkbox"/> Leadership | |
| <input type="checkbox"/> Creating Change | <input type="checkbox"/> Loyalty | |

CHOOSE THE FIVE OUT OF THE TEN THAT ARE THE ABSOLUTE MOST IMPORTANT:

1. _____
2. _____
3. _____
4. _____
5. _____

Congratulations! You have identified your top values. This information can be shared with a supervisor, career coach, advisors, mentors, parents and faculty as you consider majors and career paths.

Your Workview and Lifeview

Reflect on the questions below about workview, lifeview, and the integration of the two from the book *Designing Your Life*. In the spaces provided, record your reflections on your workview, lifeview, and their integration. We strongly encourage you to share your thoughts with your supervisor via email or in person.

WORKVIEW REFLECTION QUESTIONS:

- Why work?
- What's work for?
- What does work mean?
- How does work relate to the individual, others, and society?
- What defines good or worthwhile work?
- What does money have to do with it?
- What do experience, growth, and fulfillment have to do with it?

MY WORKVIEW:

LIFEVIEW REFLECTION QUESTIONS:

- Why are we here?
- What is the meaning or purpose of life?
- What is the relationship between the individual and others?
- Where do family, country, and the rest of the world fit in?
- What is good, and what is evil?
- Is there a higher power? If so, what impact does this have on your life?

MY LIFEVIEW:

INTEGRATING YOUR WORKVIEW AND LIFEVIEW

Where do your views on work and life complement each other? Where do they clash? Does one drive the other? How?

What Does the World Need You To Be?

The competencies employers seek are broad and, while they are all important to every future employer you may have, some competency areas will be more central than others to your career depending on your chosen path. It is important to be able to recognize and articulate the more specific skill areas you have and need to develop within each of these broader categories. The following activity will help you do just that.

HOW THIS WORKS:

IN THE PROFICIENCY COLUMN:

Enter your level of proficiency for each skill:

- 3: High Proficiency** (this is a skill you can do very well; may be recognized by others as something you are really good at)
- 2: Moderate Proficiency** (you do have skill in this area but it is not as well-developed as skills in the high category)
- 1: Low Proficiency** (you do not feel confident in this ability at this time)

IN THE ENJOYMENT COLUMN:

Enter your enjoyment level when using each skill:

- 4: High Enjoyment**
- 3: Moderate Enjoyment**
- 2: Low Enjoyment**

IN THE TOTAL COLUMN:

Multiply the proficiency score times the enjoyment score and enter the total.

TO FINISH:

Once you have completed the scoring for each individual skill, add the scores for the skills in each category and enter the category score total.

Check the box in the want to develop column for the skills you would like to further develop.



TEAMWORK

Related Skill	Proficiency	Enjoyment Level	Total	Want to Develop
Work with others				
Resolve conflict				
Provide care/support				
Facilitate groups				
Train/instruct				
Build relationships				
Compromise				
Adapt				

Category Score: _____



COMMUNICATION

Related Skill	Proficiency	Enjoyment Level	Total	Want to Develop
Summarize				
Interview				
Persuade				
Listen				
Negotiate				
Promote/Sell				
Express ideas				
Speak to groups				

Category Score: _____



LEADERSHIP

Related Skill	Proficiency	Enjoyment Level	Total	Want to Develop
Set goals				
Coach				
Make decisions				
Initiate				
Plan/Organize				
Implement				
Inspire				
Envision				

Category Score: _____



CRITICAL THINKING

Related Skill	Proficiency	Enjoyment Level	Total	Want to Develop
Analyze/Question				
Research				
Evaluate				
Manage data (qualitative and quantitative)				
Propose solutions				
Categorize/classify				
Budget				
Synthesize				

Category Score: _____



TECHNOLOGY

Related Skill	Proficiency	Enjoyment Level	Total	Want to Develop
Compute				
Use technology to enhance efficiency				
Seek out new technologies				
Develop new technologies				
Adapt to emerging technology				
Utilize digital platforms to build community				
Analyze digital impact				
Demonstrate digital safety				

Category Score: _____



PROFESSIONALISM

Related Skill	Proficiency	Enjoyment Level	Total	Want to Develop
Seek feedback				
Manage time/prioritize				
Behave ethically				
Incorporate feedback				
Demonstrate punctuality				
Assess self				
Seek professional development opportunities				
Demonstrate personal accountability				

Category Score: _____



EQUITY AND INCLUSION

Related Skill	Proficiency	Enjoyment Level	Total	Want to Develop
Seek out differing opinions				
Value cultural differences				
Demonstrate respect and value for diverse cultures, genders, religions, races, and sexual orientations				
Recognize inequities				
Demonstrate inclusiveness				
Educate oneself on global issues				
Exhibit empathy				
Seek out new experiences				

Category Score: _____



CREATIVITY

Related Skill	Proficiency	Enjoyment Level	Total	Want to Develop
Design				
Brainstorm				
Conceptualize				
Visualize				
Imagine				
Create images				
Use intuition				
Demonstrate foresight				

Category Score: _____



PHYSICALITY/TECHNICALITY

Related Skill	Proficiency	Enjoyment Level	Total	Want to Develop
Body coordination				
Sketch/draw				
Restore/renovate				
Build/construct				
Install				
Operate equipment				
Repair				
Inspect/test				

Category Score: _____



CAREER AND SELF DEVELOPMENT

Related Skill	Proficiency	Enjoyment Level	Total	Want to Develop
Identify personal skills				
Articulate strengths				
Reflect on values				
Set goals				
Pursue opportunities				
Self-advocate				
Explore interests				
Research career options				

Category Score: _____



SERVICE TO OTHERS

Related Skill	Proficiency	Enjoyment Level	Total	Want to Develop
Seek out opportunities to help others				
Elevate the voices of those who are marginalized				
Demonstrate personal responsibility				
Share resources with those in need				
Act with the greater good in mind				
Acknowledge and address inequities				
Contribute to local projects				
Coordinate community events in service to others				

Category Score: _____

Skill Category	Score
Teamwork	
Communication	
Leadership	
Critical Thinking	
Technology	
Professionalism	
Equity and Inclusion	
Creativity	
Physicality/Technicality	
Career and Self Development	
Service to Others	

IDENTIFY AND ARTICULATE YOUR SKILLS

Your Skill Summary: Top Competency Categories and Hierarchy of Your Greatest Strengths

From the previous exercise, identify the competency category with the highest numerical score and list the name of the category in the highest category quadrant. Then list the category name for the second highest, third highest, and fourth highest quadrants. If you have any tie scores, list the categories in order of your preference for using them in work.

Then under each of the four categories, list your highest rated individual skills for the category: scores of 12, 9, and 8.



HIGHEST

1

2ND HIGHEST

2

3RD HIGHEST

3

4TH HIGHEST

4

Now What?

You now have a summary of your four highest-scoring skill categories and your strongest individual scores. Refer to the scoring key for details on how to interpret your scores. Use the knowledge of your greatest strengths to evaluate careers for optimal alignment.



Be sure to play up your greatest strengths in resumes and interviews.

KEY

Individual Skill	Meaning
12 High Proficiency x High Enjoyment	These are your most enjoyable and strongest skills. Optimize these skills in your career.
9 High Proficiency x Moderate Enjoyment	Given your strengths in these skills, they increase your overall competitiveness for a job.
8 Moderate Proficiency x High Enjoyment	These are your high potential skills. Seek out opportunities to develop these skills.
6 Moderate Proficiency x Moderate Enjoyment or High Proficiency x Low Enjoyment	These are your support skills. You will want to be careful about using these skills in a dominant way.

IDENTIFY AND ARTICULATE YOUR SKILLS

Reflecting upon your top skills, draw upon past summer jobs, internships, student organizational involvement, and academic experiences to complete the chart below.

Skill	How have I used this skill in the past?	How do I use this skill now?	How would I like to use this skill in the future?
e.g. Teamwork	<i>Collaborated with other lifeguards to plan an end of the season pool party for members.</i>	<i>Collaborate with classmates to design and present project on environmentally friendly products.</i>	<i>Collaborate with campus activity board members to produce several high volume events next year.</i>

Consider skills which you would like to develop. Brainstorm ways that you could strategically develop these skills in the chart below.

Skill	My strategies to develop this skill area	Timeline for working on skill
e.g. Plan/organize	<ol style="list-style-type: none"> <i>Offer to take the lead on an economics class project</i> <i>Plan steps to determine deadlines prior to beginning a project; include dates for completion in a spreadsheet</i> 	<i>Spring 2021 semester</i>

DISCOVER POTENTIAL OPPORTUNITIES



TEAMWORK

Definition: 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.

Sample Career Options: Business; Child care services; Community development; Education; Hospitality; Human Resources; Law; Management; Medical/Health Science; Non-profits; Social services

Related Skill Sets	Definition	Sample Career Options
Core Relationship/Interaction Work with others; Resolve conflict; Build relationships; Compromise	Effective in establishing and maintaining productive and positive working relationships	Customer & sales support associate; Employee relations representative; Health educator; Mediator; Probation officer; Recreation leader; Special education teacher; Trainer/instructor, Travel/tour guide
Support/Service Support/Service Advocate; Provide care and support; Adapt	Actively seek ways to enhance the wellbeing and satisfaction of others; clients, customers and patients	Affirmative action officer; Case manager; Community relations officer; Human resources representative; Nurse; Occupational therapist/assistant; Rehabilitation counselor; Volunteer coordinator
Counsel/Teach Facilitate groups; Train/instruct	Skillful in developing and helping individuals and groups achieve personal and professional goals	Art/music therapist; Career/guidance counselor; Customer support specialist; Early childhood educator; genetics counselor; Sports/fitness trainer; Social worker; Tour leader



COMMUNICATION

Definition: 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.

Sample Career Options: Advertising; Fundraising; Journalism; Human resources; Marketing and sales; Market research; Public relations; Management consulting; Politics; Publishing

Related Skill Sets	Definition	Sample Career Options
Core Communication Listen; Summarize; Write; Express ideas	Skilled in exchanging information through verbal, written or non-verbal cues	Corporate communications specialist; Fundraiser; Distance learning instructor; Instructional designer; Medical assistant; Minister; Probation officer
Persuasion/Promotion Persuade; Promote; Sell; Speak to groups	Adept at using information, ideas and influence to affect a desired outcome	Advertising account specialist; Attorney; Business agent; Copywriter; Grant writer; Lobbyist; Marketing and sale associate; Media buyer; Public relations representative; Recruiter
Consultation/Influence Consult; Interview; Negotiate	Skillful in collaborating with others to identify problems, provide advice, and develop agreeable solutions	Community relations specialist; Executive coach; Financial planner; Investment manager; Market solutions researcher; Media buyer; Political consultant; Website consultant



CREATIVITY

Definition: Process, generate and connect ideas and information into something new

Sample Career Options: Advertising; Architecture; Marketing; Creative arts; Education; Entertainment; Human services; Technology

Related Skill Sets	Definition	Sample Career Options
Intuitive Brainstorm; Demonstrate foresight; Use intuition	Ability to act upon insights and perceptions independent of rational thought	Advertising account representative; Art therapist; Brand manager; Career counselor; Fashion designer; Landscape architect; Instructional designer
Inventive Conceptualize; Design; Synthesize/integrate; Visualize	Adept at forming structures, patterns and connections from information, ideas, and images	Animator, Design consultant; Distance learning instructor; Interior designer; Landscape designer; Merchandiser; Program developer; Psychologist; Public relations specialist
Artistic/Aesthetic Author/compose; Create images; Perform	Ability to express an inner idea into an artistic, creative or aesthetic form	Artist; Art director; Copywriter; Creative director; Film editor; Illustrator; Product developer; Photographer; Video game developer; Web designer



LEADERSHIP

Definition: 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.

Sample Career Options: Business and general management; Education; Non-profit management; Human resources; Information systems; Legal administration

Related Skill Sets	Definition	Sample Career Options
Organizational Management Coordinate; Implement; Manage projects; Organize/plan	Skilled in initiating, structuring and carrying out steps to complete projects and tasks	Facilities manager; Event and tradeshow specialist; Emergency manager; Instructional coordinator; Production manager; Project manager; Volunteer coordinator
Facilitative Management Build a team; Coach; Set goals	Ability to motivate and empower individuals and groups to greater participation, commitment and high standards of performance	Athletics/sports coach; First line supervisor; Fundraising manager; Human resources representative; Labor relations manager; Marketing manager; Quality control manager
Leadership and Leadership Potential Envision; Lead; Make decisions	Skillful in creating a strategic vision and motivating others to achieve excellence in performance	Educational administrator; Hospital administrator; Human resources manager; Public relations manager; Community developer; Sales manager; Regional and urban planner



CRITICAL THINKING

Definition: 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.

Sample Career Options: Business; Engineering and technology; Finance; Health/medical sciences; Information systems; Manufacturing; Law/legal services; Public safety

Related Skill Sets	Definition	Sample Career Options
Analysis/Problem Solving Analyze; Research; Propose solutions	Ability to identify and define problems and solutions	Business analyst; Computer programmer; Clinical researcher; Geneticist; Legal investigator; Management analyst; Medical equipment operator; Sustainability specialist
Information/Data Management Categorize/classify; Evaluate; Manage data or records	Skillful in compiling, organizing and using data to enhance planning and effectiveness	Archivist; Compensation and benefits analyst; Contract administrator; Database administrator; Insurance underwriter; Lab technologist; Librarian; Regulator affairs
Computational/Quantitative Budget; Synthesize; Forecast	Skillful in performing numerical and statistical calculations to provide useful information	Accountant; Auditor; Biostatistician; Cost estimator; Energy auditor; Forensic science technician; Operations research analyst; Software developer; Tax examiner



EQUITY AND INCLUSION

Definition: 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.

Sample Career Options: International Relations; Education; Non-Profit program management; Government; Public Health

Related Skill Sets	Definition	Sample Career Options
Social Conscience Recognize inequities; Seek out differing opinion	Skillful in understanding the social landscape, recognizing inequities, and working to make others aware of social issues	Social scientist; Public interest lawyer; Community organizer
Global Mindedness Educate oneself on global issues; Seek out new experiences; Value cultural differences	Ability to think about issues from a variety of perspectives with specific attention to cultural difference	Foreign affairs officer; Non-profit program manager; Diplomat; Political analyst
Inclusion Demonstrate respect and value for diverse cultures, genders, religions, races, and sexual orientations; Exhibit empathy; Demonstrate inclusiveness	Skillful in working with people from all backgrounds to provide care	Case manager; Social worker; Community educator; Counselor; Diversity & inclusion officer



PHYSICALITY/TECHNICALITY

Definition: Interaction of the body with physical objects including machines and technological systems

Sample Career Options: Construction; Earth sciences; Engineering/manufacturing; Occupational health and safety; Protective services; Skilled trades

Related Skill Sets	Definition	Sample Career Options
Visual/Motor Body coordination; Hand dexterity; Observe	Adept at using eyes, hands and the body with precision and skill in the physical world	Correctional officer; Fire prevention specialist; Inspector; Landscape and groundskeeper; Manufacturing technician; Solar energy installer; Recycling coordinator; Skilled trades, e.g., plumber, etc.
Build/Structure Build/construct, Restore/renovate; Sketch/draw	Proficient in assembling a product, building or physical object or returning something to its original state	Computer aided drafter; Carpenter; Conservation specialist; Historical preservationist; Manufacturing technician; Plumber; Recycling coordinator; Solar/wind turbine installer
Equipment/Technology Inspect/test; Install; Operate equipment; Repair	Skillful in proper use of tools, hardware, software and equipment to insure optimal functioning	Audiologist; Computer network support specialist; Chemical equipment operator; Engineer; Electronic/electrical technician; Radiologic technician; Solar energy installer



TECHNOLOGY

Definition: 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.

Sample Career Options: Digital Marketing Analyst, Information Technology, Computer Programmer, Cybersecurity

Related Skill Sets	Definition	Sample Career Options
Efficiency/Security Use technology to enhance efficiency; Demonstrate digital safety	Ability to use technology to enhance efficiency in a secure manner	Database administrator; Information security analyst; Information technology manager
Technology Development Seek out new technologies; Develop new technologies; Compute	Skillful in designing and developing new technology	Computer programmer; Software developer; Web developer; Multimedia developer
Adaptation/Influence Utilize digital platforms to build community; Adapt to emerging technology; Analyze digital impact;	Adept at adapting and utilizing technology to bring people together	Network manager; Social media coordinator; Content manager



SERVICE TO OTHERS

Definition: With an eye toward justice, continually reflect on what the world needs you to be. Apply your unique talents and skills gained while at Boston College to help address the world's most urgent problems.

Sample Career Options: Social services, nonprofit administration, government, education, healthcare

Related Skill Sets	Definition	Sample Career Options
Civic-minded Advocate; focus on social impact	Ability to identify and act toward the betterment of community needs	Director of Public Policy; Nonprofit administration; Social worker; Government affairs; Social researcher; Advocacy; Community organizing
Altruistic Serve/support; empathize	Motivated to help or bring advantages to others	Education; Sustainability; Healthcare practitioner; Counselor



PROFESSIONALISM

Definition: 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.

Employers across all industries highly value skills related to professionalism



CAREER AND SELF DEVELOPMENT

Definition: 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.

Employers across all industries highly value skills related to career and self development

REFLECTING ON YOUR CAREER READINESS

What does it mean to be career ready? Employers have indicated the top competencies they most seek in college graduates. As a Boston College student, you will gain these skills through your classes, jobs, internships, student organizations, and more. This worksheet can help you identify what skills you are gaining through your experiences as well as what skills you need to find opportunities to further develop.

	SKILL DEFINITION	THROUGH WHAT EXPERIENCE(S) HAVE YOU GAINED THE SKILLS	NAME SPECIFIC EXAMPLES OF HOW YOU HAVE DEVELOPED THIS SKILL
CAREER & SELF-DEVELOPMENT	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.		
COMMUNICATION	Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization both in writing and orally.		
CRITICAL THINKING	Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.		
EQUITY & INCLUSION	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.		
LEADERSHIP	Recognize and capitalize on personal and team strengths to achieve organizational goals.		

	SKILL DEFINITION	THROUGH WHAT EXPERIENCE(S) HAVE YOU GAINED THE SKILLS	NAME SPECIFIC EXAMPLES OF HOW YOU HAVE DEVELOPED THIS SKILL
PROFESSIONALISM	Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.		
TEAMWORK	Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.		
TECHNOLOGY	Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.		
SERVICE TO OTHERS	With an eye toward justice, continually reflect on what the world needs you to be. Apply your unique talents and skills gained while at Boston College to help address the world's most urgent problems.		

Which competencies do you most enjoy using?	Which of the experiences have brought you the most joy?
---	---

List the skills you plan to prioritize and action steps you will take to develop them.

Telling Your Story

Stories can be a helpful way to better understand your interests, skills, and values, and they can also be a helpful way to describe these interests, skills, and values to a potential future employer. What stories can you tell about your top three competency areas?

MY TOP THREE COMPETENCIES ARE:

Below, write a story about each of these competencies. Consider: What was a time when you used this competency? When have you used these competencies in your student employment role? What was the context (e.g. Were you working alone or with others? Was it for a class, job, internship, self-directed project, etc.?) Was there something about this context that helped you enjoy or feel more confident in using this competency?

We encourage you to share these stories and what you learn from the activity with your student employment supervisor. How can you continue to build these skills in your current role?

COMPETENCY	TELL YOUR STORY

Your Character Traits

In addition to the competencies, employers are also seeking employees with positive character traits overall. Take time to reflect on these and be honest with yourself about your strengths and areas of growth. Talk to your friends, family, colleagues, supervisor, academic advisor, and others who know you well for their input as well.

Rate yourself on each trait using the spectrum below.

I HAVE WORK TO DO 1	I AM MAKING PROGRESS 2	AREA OF STRENGTH 3
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_____ *Trustworthiness*: Earns the trust of others. Others have confidence in you and your work.

_____ *Humility*: Modest opinion of self and your work; free of arrogance. Understands how you fit into a larger picture of the organization.

_____ *Confidence*: Belief in oneself and ability to succeed.

_____ *Thoughtfulness*: Show consideration for others as professionals and whole people.

_____ *Hardworking*: Consistently puts in strong effort and takes pride in producing high quality work.

_____ *Integrity*: Has a strong sense of morals, right and wrong, and is seen as honest.

_____ *Responsibility, Reliability, Sense of Ownership*: Can be relied on to complete work in a timely manner and communicate progress. Takes appropriate level of ownership for work and for both successes and failures.

WHAT STORIES CAN YOU TELL ABOUT YOUR AREAS OF STRENGTH:

HOW WILL YOU CONTINUE TO DEVELOP CHARACTER WHERE NEEDED:

Notes

Connect with the Career Center

Looking for more information on how to connect your student employment to careers? Or how to update your resume or cover letter with your current experience?

The Career Center is a great resource to help you get started.

HOW WE WORK

The Career Center is here to help you during your journey at Boston College and beyond. Our career development model—Explore, Prepare, Act—will help you recognize where you are and what steps you need to take to achieve your goals. Our staff will help you tap into resources that will equip you with the skills you need to make your next move and to design your life and career.

WHAT WE OFFER

- Career coaching and programming for students who are exploring their career interests.
- Industry-specific career coaching and programming for students who are ready to pursue a job/internship or graduate school. Students can explore the following areas:
 - Consulting, finance, and business
 - Communication, arts, and marketing
 - Education, non profit, and social impact
 - Government, law, and public policy
 - Healthcare, nursing, and counseling
 - Science, technology, and engineering
- Digital resources and tools to help you prepare and act on your interests.
- Connections to employers and alumni through programs, events, and digital tools.

LEARN HOW TO GET STARTED ON OUR WEBSITE

bc.edu/careers

FIND US ON SOCIAL MEDIA

[@bc_career](#)

