



Career Champions Guide to Infusing Career Readiness in Your Everyday Work

Communication

ACTIVITIES	RESOURCES
<ul style="list-style-type: none"> • Outline communication expectations for group work to act as a model: Provide an outline of how meetings to work on projects should go, roles, perhaps a guide that leads delegation. It is recommended to include class time for group work to observe communication and teamwork. • Topic Fair: Host a speed networking style event where students are each assigned a topic and give a short presentation on that topic, then students pair up to discuss the topics with each other, changing partners a couple times to get different perspectives. Encourage students to think critically about topics and approach conversations with respect. • Communication or personality styles of class and discuss- Utilize a free communication or personality assessment activity to help give students language to how they approach communication while also talking about how to recognize others' styles and how to adapt to each other (https://gostraighttalk.com/ , Disc style, https://www.mnsu.edu/university-life/career-development-center/student-and-alumni-career-resources/career-exploration/career-assessments/ , etc.) • Incorporate Different Presentation Structures: Require students to present information with different structures for presentations such as 	<p>Candid Career</p> <ul style="list-style-type: none"> • The Art of Public Speaking • Business Etiquette: Communications in the Workplace • Business Etiquette: Introductions and Meetings • How to use Key Words • Virtual Interviewing 101 • Get Hired: In-Person Interviewing • How to Ace a Phone Interview • The Importance of Nonverbal Communication • How to Ace a Behavioral Interview <p>LinkedIn Learning</p> <ul style="list-style-type: none"> • Body Language for Leaders • Organization Communication • Writing Effective Emails • Communication and Interpersonal Influence • Communicating Across Cultures • Quick Scripts for Difficult Conversations • Diversity: Thriving Across Differences • Skills for Inclusive Conversations • Communicating about Culturally Sensitive Issues <p>Additional</p> <ul style="list-style-type: none"> • Career Classroom Assignments • Interviewing • Cover Letters • Resumes • How to ask for References • Writing a Diversity Statement

storytelling, [Pecha Kucha](#), or the ones found [here](#).

- **Debate:** A debate is a structured argumentative discussion that can help participants develop their critical thinking skills by analyzing and evaluating arguments. Participants can be divided into teams and assigned a topic to debate. Encourage them to research and prepare their arguments in advance.
- **Attend a Professional/Community Organization Meeting:** Require students to attend(or watch) a local meeting of professional/community organizations.
- **Model with Rephrasing:** Demonstrate different ways to state the same material so students can hear the difference and have a clear idea on how they can adjust what they are stating when discussing class topics. For example, try to say things at least 2 ways- no jargon, yes jargon.
- **Get Creative in Assessment:** Utilize other forms of communication to determine students' mastery of material. For example, have students draft an email as though they are approaching their boss to propose a change due to specified reasons and send it to you, have them create a marketing campaign, or podcast
- **Email Etiquette:** Discuss email etiquette in reaching out to professors- here are some examples.
- **Transparency About Communication:** Be transparent about the good and bad communication that you are experiencing with a student. When it is a communication struggle, try to address the issue with 2 suggestions to improve or resolve it. This allows students to choose how they would like to resolve it. Better yet, propose your two ideas and invite them to propose a solution.
- **Model Good Communication Skills:** Students can learn communication skills from experiencing good communication. They will utilize that as an expectation of how a professional interaction should go and use that to craft their professional communication approach.

- [Additional Resources for Creating Application Materials](#) (Curriculum Vitae (CV), Portfolio & Work Samples, Work Philosophies, Writing Samples)
- [Writing Personal and Admissions Statements for Graduate School Applications](#)
- [Career Readiness Modules for D2L](#)
- Use [Career Assessments](#) to give yourself language to talk about your interests, strengths, and values
- [Job Skills Transfer Assessment Tool](#)
- [Job Search Handbook](#)
- [Resources for Mavericks Navigating In-Person Career Fairs](#)
- [Mock Interview Handbook](#)

- **Person First Language:** By modeling person first language, you demonstrate to students how to put the individual first. For example, person first language would sound like “a person with a disability” as opposed to “a disabled person.”

Critical Thinking

ACTIVITIES

- **Switching Sides:** Have students pick a research topic, but instead assign them to research and create a presentation for the opposing perspective. Please keep in mind the group should have some rapport with each other prior to doing this activity. Rules should also be set prior to this activity.
- **Brainstorming Session:** Give a set amount of time to find different perspectives or think of different perspectives about a class topics. Then have students share the perspectives they found and discuss them. You can also do more traditional brainstorming activities.
- **Collaborative problem-solving:** Assign students to work in groups to solve a problem related to the course material. This will help students develop their critical thinking skills by collaborating with others, considering different viewpoints, and developing effective solutions.
- **Case Studies or Create-A-Case-Study:** Utilize case studies or have students create their own case studies and exchange with other students to work through.
- **Creative Writing:** Assign students to write creatively about a topic related to their field of study. This will help students develop their critical thinking skills by encouraging them to consider different perspectives, experiment with different ideas, and develop their own voice.
- **See A Need, Fill A Need:** Encourage students to observe the field and determine a need they see, from there have them develop strategies (that have or have not been tried) to fill that need.
- **Inquiry-based learning:** Use inquiry-based learning techniques, where students must ask their own questions, gather evidence, and draw

RESOURCES

Candid Career Videos

- [Critical Thinking](#)
- [Problem Solving](#)
- [Conflict Resolution](#)

LinkedIn Learning

- [Critical Thinking & Problem Solving](#)
- [Problem Solving Techniques](#)

Additional Resources

- [Problem Solving: An Essential Soft skill to Develop](#)
- [Why Critical Thinking Skills are Important in the Workplace](#)
- [How to Put Problem Solving to Work in 6 Steps](#)
- [Design Thinking for Career Planning](#)

their own conclusions. This will help students develop their critical thinking skills by encouraging them to take ownership of their learning and develop their own ideas.

- **Design thinking:** Incorporate design thinking exercises in class, where students must identify a problem, empathize with the user, brainstorm solutions, prototype, and test. This will help students develop their critical thinking skills by encouraging them to consider multiple perspectives, iterate on solutions, and test assumptions. [Design Thinking & Career](#)
- **Simulations:** Use simulations in class, where students must navigate a complex scenario related to their field of study. This will help students develop their critical thinking skills by requiring them to make decisions under pressure, evaluate multiple sources of information, and anticipate the consequences of their actions.
- **Relate/Highlight Skills:** Help students relate what they are learning in their courses to the job field. You can do this by sharing job descriptions from different positions in the field that include course content as a requirement. This helps students see how their future degree can help them pursue different positions and job titles.
- **Brainstorming:** Brainstorming is a technique that can be used to generate ideas or solutions to a problem. This activity can be done in small groups or as a whole group. Encourage participants to share all their ideas without judgment, and then evaluate and refine the ideas as a group.
- **Debate:** A debate is a structured argumentative discussion that can help participants develop their critical thinking skills by analyzing and evaluating arguments. Participants can be divided into teams and assigned a topic to debate. Encourage them to research and prepare their arguments in advance.
- **Questioning:** Asking questions is a fundamental component of critical thinking. Encourage participants to ask questions during the meeting,

and to challenge assumptions and explore alternative perspectives.

- **Mind Mapping:** Mind mapping is a visual technique that can be used to organize and connect ideas. Participants can use this technique to map out their thoughts and ideas, and then discuss and refine their maps as a group.
- **SWOT Analysis:** A SWOT analysis is a structured approach to evaluating the strengths, weaknesses, opportunities, and threats of a project, product, or organization. Participants can work together to identify and evaluate these factors, and then develop strategies to address them.
- **Analyzing data:** Analyzing data is a key component of critical thinking. Participants can be given data sets to analyze and interpret, and then asked to draw conclusions and make recommendations based on their findings. Students may find data such as the Graduate Follow Up Survey & Occupational Outlook data helpful in making academic and career decisions.
- **Scenario Planning:** Scenario planning is a technique that can be used to explore different possible futures and develop strategies to address them. Participants can be asked to brainstorm different scenarios, and then evaluate the likelihood and potential impact of each scenario.
- **Visual thinking:** Visual thinking is a technique that involves using visual aids to facilitate critical thinking and problem-solving. Participants can be asked to create diagrams, flowcharts, or other visual aids to help them organize their thoughts and ideas, and to communicate their findings to others.
- **Keep Options Open:** Always try to give students more than one option. This will naturally encourage them to engage in critical thinking.

Leadership

ACTIVITIES

RESOURCES

- **Formally Rotate Leadership:** Have students rotate who is facilitating group work and other roles each time groups meet. Gather feedback to support the students in their leadership development. This provides an opportunity for students to demonstrate leadership skills.
- **Accountabilibuddies:** Students should pair up and work with a partner to stay up to date on the class and work together. They act as kind of peer to peer mentors. You can change up accountabilibuddies at different intervals in the class. This allows students the opportunity to work with people who may be different than them and critical think to find a way to productively support each other and work together.
- **Leadership Tales:** Share stories of leaders in the field from diverse backgrounds. Include information about their background, hurdles they faced, their journey to where they got, and the impact they make not/made.
- **360 Degree Evaluations:** Many employers utilize 360 degree evaluations to evaluate employee performance from all perspectives. 360 degree evaluations include the individual, the “supervisor”, and the group mates to all provide feedback on a student’s performance. The best practice would be for the “supervisor” to gather this information and provide it to the student in a format curated to support their learning.
- **Student-Moderated Speakers:** Have a student(s) moderate a discussion with a guest speaker after having the class prepare the questions together prior to the guest coming to the class. Students may look up the speaker and get some guidance from you as faculty to craft beneficial questions. You can rotate student moderators to allow more students the opportunity to demonstrate skills.
- **Leadership Case Competitions:** Host leadership case competitions in class where students can work in teams to analyze and present solutions to real-world leadership challenges faced by companies or organizations. This will help students develop their analytical, strategic, and

Leadership Development Opportunities

Candid Career Videos

- [The qualities of a strong work ethic](#)
- [Qualities of a Strong Leader](#)
- [Advice on Leadership](#)

LinkedIn Learning Videos

- [Leadership Foundations](#)
- [Becoming an Impactful and Influential Leader](#)
- [6 Things Professional Leaders do Every Day](#)

Additional Resources

- [Encourage students to be a leader regardless of role in service learning or RSO activities](#)
- [Translating your Leadership Experience to Employers](#)
- [Job Skills Transfer Assessment Tool](#)
- Invite students to participate in your professional organizations
- [Succeeding in a New Role by Managing Up](#)

presentation skills, as well as their ability to work in teams.

- **See it, Say it:** Recognize leadership qualities when you see them and encourage students to utilize those by getting involved. Most important, tell the student you recognized the leadership quality. This may increase their confidence as they have received some validation around their skills.
- **Refer to Opportunities:** Refer students to opportunities to learn and practice leadership skills such as getting involved in student organizations, volunteering, getting a part time job, attending leadership education programming.

Teamwork

ACTIVITIES

- **Game-based learning:** Use game-based learning tools and platforms to engage students in team-based activities related to their field of study. This will help students develop their teamwork, communication, and problem-solving skills, as well as their ability to learn through active engagement and participation.
- **Escape room challenge:** Design an escape room challenge that requires students to work together in a team to solve a series of puzzles and challenges related to their field of study. This will help students develop their problem-solving, communication, and collaboration skills, as well as their ability to work under pressure.
- **Myers Briggs Type Indicator:** The Myers-Briggs Personality Type Indicator is a self-report inventory designed to identify a person's personality type, strengths, and preferences. Students can take this learn about themselves and others to better work together. This is an assessment the Career Development Center can help your class with.
- **16 Personalities:** Have students take the 16 personalities quiz and look at some of the other personalities. Then have students engage in case

RESOURCES

Candid Career

- [Conflict Resolution](#)
- [Get Hired: Teamwork](#)
- [Working in a Team Setting](#)

LinkedIn Learning

- [How to work with Difficult co-workers](#)
- [Teamwork Foundations](#)
- [Becoming an Effective Team Member](#)
- [Communication within Teams](#)
- [Understanding Teamwork Types](#)
- [Giving and Receiving Feedback](#)
- [Communicating Across Cultures](#)
- [Diversity: Thriving Across Differences](#)
- [Skills for Inclusive Conversations](#)
- [Communicating about Culturally Sensitive Issues](#)

Additional

- [Translate group projects to teamwork skills](#)
- [7 important Teamwork Skills you Need in School and Career](#)
- [MBTI](#)

studies through the lense of a personality that they do not hold.

- **Case Competitions:** Host leadership case competitions in class where students can work in teams to analyze and present solutions to real-world leadership challenges faced by companies or organizations. This will help students develop their analytical, strategic, and presentation skills, as well as their ability to work in teams.
- **Role Definition:** Clearly define your role and the student’s role in your work with them at the beginning of your meeting. Not only explain the roles, but what each role does and is responsible for.
- **Career Champions:** MSU Mankato’s Career Champions are all across campus. Refer students to career champions related to their field to create a connection and potential beginning of a network.
- **Help Co-create the Experience:** When meeting with a student, ask students what they need to be successful & refer accordingly. This requires being familiar with what’s available on campus including resources and involvements.

Professionalism

ACTIVITIES

- **Professional Email Writing:** Have students practice writing professional emails to classmates, faculty, and industry professionals. This activity can help students understand the importance of professional communication and how to effectively convey their message in a professional manner.
- **Informational Interviewing:** Assign an informational interview with a professional around a class topic to help students network while also learning course content.
- **Job Shadowing:** Assign a job shadow for students to see a professional in a field they are interested in conduct their day.
- **Professionalism Case Studies:** Assign a project where students analyze professionalism case studies with topics related to your class and

RESOURCES

Candid Career Video

- [Candid Career- Professionalism Video](#)
- [Building Your Personal Brand](#)
- [You and Your Web Presence](#)

LinkedIn Learning Videos

- [Succeeding in a New Role by Managing Up](#)
- [Developing Your Professional Image](#)
- [Using Authenticity to Build Productive Relationships](#)
- [Be Professional When Working with Teammates](#)
- [Practices of High Performing Employees](#)
- [Creating Your Personal Brand](#)
- [Business Etiquette for Modern Workplace](#)

Additional:

- [Professional Skills Reflection](#)
- [Ethics: Yes, Even When Nobody is Watching](#)
- [Finding First Professional Job After Graduation](#)

present their findings to the class. This activity can help students understand how their behavior or choices as a professional can affect their career.

- **Professionalism Portfolio:** Have students create a professionalism portfolio that showcases their skills, accomplishments, and professional development. This activity can help students develop a tangible and visual representation of their professionalism that they can use in their job search.
- **Personal Branding:** Discuss personal brand with students and how they can build it during their time at MSU.
- **Time Management Tools:** Practice different time management techniques in your meetings- use a timer, agenda, phone reminders to avoid being late. This exposes students to more strategies to better regulate their time.
- **Part Time Practice:** Discuss part time work with students and how it can assist with learning to navigate workspaces while also meeting other needs.

Equity & Inclusion

ACTIVITIES

- **Historical Context:** Include historical context and name wrongs that have happened against different communities in regards to your field or have students research this.
- **Diverse Professionals:** Invite diverse professionals from the field into your class to speak on class material. This helps students with diverse identities “see themselves” in the field more.
- **Differing Viewpoint:** Present case studies of the same situation from different identity viewpoints. Have students discuss how the different viewpoints affected the situation. This helps students better consider how viewpoint affects the perception and outcomes of situations .
- **Current Events Discussion:** Use current events or news stories related to equity and social justice

RESOURCES

Candid Career

- [Disabilities: Inclusive Companies](#)
- [Disabilities: What is Disclosure?](#)
- [LBTQ+ in the Workplace](#)
- [The Importance of Company Culture](#)
- [Company Values](#)
- [Get Hired: Global Fluency](#)
- [International Students: VISA Process and Timeframe](#)

LinkedIn Videos

- [Communicating Across Cultures](#)
- [Foundations for Diversity, Equity, and Inclusion in the Workplace](#)
- [Diversity: Thriving Across Differences](#)
- [Skills for Inclusive Conversations](#)
- [Cultivating Cultural Competence and Inclusion](#)
- [Communicating about Culturally Sensitive Issues](#)

issues in your field to facilitate class discussions and connect these issues to course content. This can be done by having students select and post current news or articles about for other students to read and comment on. Then discuss 1-2 in class as time allows.

- **Intersectional Analysis:** Use an intersectional lens to analyze course content, examining how race, gender, and other factors intersect and impact the material being taught. This can help students understand how different forms of oppression intersect and contribute to social inequality.
- **Representation Analysis:** Analyze representation in course content, such as in images or case studies, to examine how different groups are portrayed and how these portrayals impact our understanding of social issues.
- **Inclusive Language Exercise:** Have students identify and replace biased language in course materials or other sources, and lead a discussion about why inclusive language is important.
- **Storytelling:** Invite students to share personal stories or experiences related to social justice and equity issues. This can help build empathy and understanding among students and provide an opportunity to connect course content to real-world experiences. It is recommended that rapport is built within the class prior to this activity and that there is an opt out option for students.
- **Social Justice Audit:** Conduct a social justice audit of course content, syllabi, and other materials to identify areas where equity and social justice issues are addressed, and areas where they could be more fully integrated.
- **Ongoing Education:** Continue to educate yourself on issues that others with an identity different than yourself faces.
- **Encourage Reflection:** Intentionally ask students what different perspectives have they interacted with? How are they interacting with people different than them? What are they learning from interactions with people who are different than them?

Additional

- [How to Integrate Diversity, Equity and Inclusion into Every Day Operations](#)
- [Diversity & Affinity Group Career Resources](#)
- [Maverick Diversity Institute](#)
- [What Does Cultural Competency look like in the Work Environment?](#)

- **Career Champions:** MSU Mankato’s Career Champions are all across campus. Refer students to career champions related to their field to create a connection and potential beginning of a network and the building of social capital.
- **Ongoing Education:** Continue to educate yourself on issues that others with an identity different than yourself faces.
- **Advocate:** When you see inequities, share them with a supervisor or in a meeting to work to dismantle such inequities.

Technology

ACTIVITIES

- **Online Collaboration Tools:** Use online collaboration tools, such as Google Drive or Microsoft Teams, to facilitate group work and help students develop skills in virtual collaboration. You could set up a starting shell where features are intentionally used and required to help students learn how platforms like Teams are used in workplaces.
- **LinkedIn Learning:** All registered students have access to LinkedIn Learning for free. There is a wealth of information on there and courses that, when completed, allow students to share that they have learned that topic. LinkedIn Learnings could be assigned for relevant course topics.
- **Data Analysis & Tools:** Assign data analysis projects that require students to collect and analyze data using technology tools, such as Excel, to develop skills in data management and analysis.
- **Online Simulators:** Many online simulators exist on the internet. See if there is one available for your field. Search this by googling “Insert your topic her + simulator.” Be sure to test whatever you find to ensure it is accurately teaching what you are aiming for.
- **Help With Tech Assignments:** Assign assignments that require technology & clearly point students in the direction of where to get help or resources to accomplish the assignment.

RESOURCES

Candid Career:

- [Get Hired: Digital Technology](#)
- [Advice to Stay Adaptable](#)
- [Virtual Interviewing 101](#)
- [You and Your Web Presence](#)

Linked In Learning:

- [Excel Essential Training](#)
- [Word Essential Training](#)
- [Digital Literacy and Productivity Learning Pathway](#)
- [Microsoft TEAMS Essential Training](#)

Additional:

- [Resources for Mavericks Navigating Virtual Career Fairs](#)
- [Instructions to Register for an Event on Handshake](#)
- [The Importance of Digital Skills in the Workplace](#)
- [Top 10 Job Skills of the Future](#)
- [Graduate Follow Up Survey](#)
- [Occupational Outlook Handbook](#)
- [LinkedIn Learning](#)
- [IT Solutions](#)
- [Microsoft 365](#)

- **Virtual Tours:** Use virtual tour tools, such as Google Earth or virtual reality headsets, to provide students with virtual field trips to different locations and help them develop skills in remote collaboration and communication.
- **Capitalize on LinkedIn:** Use LinkedIn to show professionals & articles that are relevant to your field. This models for students how to use the platform and optimize it through connecting with relevant groups and information.
- **Emerging Technologies:** This includes knowledge of emerging technologies, such as artificial intelligence, blockchain, and the Internet of Things, and their potential applications in various industries.
- **Utilize Teams:** Encourage students to use Teams message to connect with you if they do not want to make an appointment or in connection with an appointment. This orients a student to Teams and they can connect with professionals across the campus by messaging them on Teams.
- **Share Career:** Share career videos or media you have seen that would relate to the students you work with.
- **Check In:** Check in with students on how comfortable they feel with technology (primarily office suites) & if they have access to softwares. Refer clearly to where students can get their technology needs met.
- **Share Technology:** Share technology in meetings and interactions that you like or that are relevant to the student. These could include LinkedIn resources, podcasts, ChatGPT, apps, etc.

Career & Self-Development

ACTIVITIES

- **Stoplight Activity:** Students should get multiple job descriptions that interest them. From there they highlight red yellow or green skills to identify skills they have securely, have a small knowledge about/experience with, and unknown or skills to improve on.

RESOURCES

Candid Career:

- [Candid Career - Career Management Video](#)
- [Career Exploration 101](#)

LinkedIn Learning:

- [Strategies to Improve Self-Awareness](#)
- [Balancing Work and Life](#)

- **Share Career Information:** Many students are unaware of all that they can do with their major. Sharing information about different careers that relate to the major regularly can help students consider different career paths within the major.
- **Career Bracket:** Hang information about different careers within the major or set the information on tables. Student are given a bracket and should go around to the different stations learning more about the career and placing it on their bracket. This should help them explore and narrow down career options.
- **Goal Setting:** Ask students to set short-term and long-term career goals, and help them identify the steps they need to take to achieve those goals. A way you can do this is with built in benchmarking: status checks with goal setting regularly throughout the semester (ex. Every three weeks)
- **STARR:** Ask students behavioral based questions related to course material and have them answer in the STARR structure. This orients students to the STARR structure of answering interview questions and prepares them to answer in that structure in future interviews.
- **Networking:** Help students develop networking skills by organizing events or inviting guest speakers to talk about their career paths and share networking tips. You could also assign students to do Informational Interviews & report back to the class on what they learned.
- **Personal Branding:** Assign projects that allow students to develop their personal brand, such as creating a LinkedIn profile, developing a personal website, or creating a portfolio.
- **Matching Terminology (Skillabus):** Match syllabus statement to resume bullet point ideas so students can easily transfer that information in their own voice onto their resumes.
- **Reflection Activities:** Utilize reflection activities/prompts to increase student self-awareness. They can then further identify areas of growth and steps toward the desired growth.
- **Design Thinking-** Build career into academic planning- summer workshop

Additional:

- [Career Success Syllabus](#)
- [Focus Assessment](#)
- [Major Questions Work Booklet](#)
- [Picture Your Career Handbook](#)
- [Other Career Assessments Offered by the CDC](#)
- [Professional Skills Reflection](#)
- [Career Readiness Competencies](#)
- [Finding First Professional Job After Graduation](#)
- [36 Examples of Personal Goals for Career and Life](#)
- [Design Thinking for Career Planning](#)

- **Odyssey Planning:** Encourage students to create multiple futures (or odysseys) for themselves to better determine what skills and opportunities they want to pursue.
- **Inquiry-based learning:** Use inquiry-based learning techniques, where students must ask their own questions, gather evidence, and draw their own conclusions. This will help students develop their critical thinking skills by encouraging them to take ownership of their learning and develop their own ideas. This can include utilizing reflection prompts.
- **Focus Assessment:** FOCUS is a self-paced, online career and education planning tool for use by college students. Refer students to utilize this free assessment. You can also take the Focus yourself & consider how you can integrate the information/tool into your conversations with students.
- **Career Success Syllabus:** Prompt career action based upon where students are in academic career. Refer to the Career Success Syllabus created by the Career Development Center.
- **Sign Off:** Add career tips in your signature that you change up throughout the year.