



Leadership Competency: 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 their emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

This document is a guide to give supervisors and student employees an overview of Alaska PEAK Career Competencies and conversation questions. The actual assessment and questions will be sent to students electronically via Handshake. If you experience problems or have questions, please contact our Student Employment Technician, arantuna@alaska.edu, (903) 786-4518.

Beginning of Semester Leadership Self-Assessment: Take a look at the rubric below and use the gray 'pre-assessment' area to rate your skill level. Note: You will have a chance to re-evaluate your skill set again at the end of this semester.

Leadership Learning Outcomes	Student Self Assessment Pre - Post		Mastery (4)	Proficient (3)	Developing (2)	Beginning (1)
Rate your ability to leverage strengths of others to achieve common goals:			I actively seek and encourage different perspectives and can leverage the strengths of others.	I accept different points of view with a focus on larger goals.	My ideas are usually pretty good, so I don't really feel the need to ask other people what they think.	My ideas are usually the best and sometimes I argue with people if they disagree with me.
Rate your ability to develop and manage the emotions of yourself & others:			I deliberately establish training structures to help others develop. I make sure my emotions don't affect the workplace and I am sensitive to the emotions of others.	I help others by coaching them and I am always looking for ways to improve. I make sure my emotions don't affect the workplace.	I can train others, but I don't feel the need to provide feedback. I think sometime my emotions affect the workplace.	I don't see the need to develop others. I don't think my emotions play a role in how I do my work or how other do theirs.
Rate your ability to uses empathetic skills to guide and motivate:			I can interpret an experience from more than one perspective. I act in a supportive manner recognizing the feelings of others.	I recognize that people have different perspectives and I can understand where they are coming from sometimes.	I recognize other people's perspective, but I have a hard time understanding them.	I feel like we all experience the world the same.
Rate your ability to organize, prioritize, and delegate work appropriately:			I apply project management tools for effective leadership. My work is consistently in order. I delegate work where appropriate, allowing for innovations and collaboration at all levels.	I use project management tools and regularly delegate to others.	I manage projects by using lists and deadlines, but I don't always update them. Sometimes I delegate but I need to have the final say.	I don't need tools or use lists, I just get the job done. Sometimes I let other people help, but then I have to make sure they do it right.



Leadership Competency: *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 their emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.*

Alaska PEAK - Beginning of Semester Conversation prompts

1. Identify one or two tasks or activities at your campus job where you use your leadership skills.
2. What are some leadership skills or concepts you've learned in class, or during campus activities, that you could apply at work?
3. Name two things you could do at work that could help you develop your leadership skills.

Alaska PEAK - End of Semester Check-in

1. Now that you've had time to practice and apply your skills at work, revisit self-assessment rubric for Leadership above. Use the "Post" self-assessment gray area to indicate your skill level now for each row.
2. An important part of professional development is documenting your professional growth in a written or digital format. Typically students start with a simple resume, but many students use their [UAA Handshake](#) profile or [UAA ePortfolio](#) to track and exhibit their skills. Other appropriate examples include a [LinkedIn profile](#), a professional portfolio, a professional webpage or even a professional YouTube video.

What type of document or digital format will you share with your supervisor?



Oral & Written Communication Competency: Ability to articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside the organization. The individual has public speaking skills; and can write/edit memos, letters, and complex technical reports clearly and effectively.

This document is a guide to give supervisors and student employees an overview of Alaska PEAK Career Competencies and conversation questions. The actual assessment and questions will be sent to students electronically via Handshake. If you experience problems or have questions, please contact our Student Employment Technician, arantuna@alaska.edu, (903) 786-4518.

Beginning of Semester Communications Self: Take a look at the rubric below and use the gray 'pre-assessment' area to rate your skill level.

Note: You will have a chance to re-evaluate your skill set again at the end of this semester.

Oral & Written Communication Learning Outcomes	Student Self Assessment		Mastery (4)	Proficient (3)	Developing (2)	Beginning (1)
	Pre	Post				
Rate your ability to articulate thoughts and ideas clearly to people inside and outside of the organization:			I consistently adjust communication as I evaluate the needs of my audience or customers. My interactions are purposeful and clear.	I can usually communicate adequate with my audience or customer based on their needs and my interactions are purposeful and clear.	I am aware there may be times when I need to adjust my communication based on audience or customer needs.	I don't see a need to adjust the way I communicate to an audience or customers.
Rate your ability to incorporate appropriate verbal and nonverbal cues to communicate:			I use verbal and nonverbal language to make my presentations compelling. I always come across as polished and confident.	I feel comfortable making presentations and practice using both verbal and nonverbal language to make my presentation engaging.	I feel nervous making presentations, but most people understand my presentations.	I am uncomfortable making presentations, and people don't always understand my what I am trying to say.
Rate your ability to write and edit memos, letters, and complex technical reports clearly and effectively:			I have a strong vocabulary and communicate meaning to readers with clarity and fluency. My writing is error free.	I use straightforward language that generally gets the point across to readers. My writing may have one or two errors.	I can convey larger points to readers with some clarity. When I check my work I usually find some errors.	I find it challenging to write memos, letters and reports without making a lot of errors, which sometimes get in the way of my meaning.



Oral & Written Communication Competency: Ability to articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside the organization. The individual has public speaking skills; and can write/edit memos, letters, and complex technical reports clearly and effectively.

Alaska PEAK - Beginning of Semester Conversation

1. Identify one or two tasks or activities at your campus job where you use your communication skills.
2. What are some communication skills or concepts you've learned in class, or during campus activities, that you could apply at work?
3. Name two things you could do at work that could help you develop your communication skills.

Alaska PEAK - End of Semester Check-in

1. Now that you've had time to practice some of these new skills at work, revisit the rubric below and re-evaluate your skills. Use the "Post" self-assessment gray area to indicate your skill level now for each row.
2. An important part of professional development is documenting your professional growth in a written or digital format. Typically students start with a simple resume, but many students use their [UAA Handshake](#) profile or [UAA ePortfolio](#) to track and exhibit their skills. Other appropriate examples include a [LinkedIn profile](#), a professional portfolio, a professional webpage or even a professional YouTube video.

What type of document or digital format will you share with your supervisor?



Professionalism & Work Ethic Competency: *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 institution in mind, and is able to learn from his/her mistakes.*

This document is a guide to give supervisors and student employees an overview of Alaska PEAK Career Competencies and conversation questions. The actual assessment and questions will be sent to students electronically via handshake. If you experience problems or have questions, please contact our Student Employment Technician, arantuna@alaska.edu, (903) 786-4518.

Beginning of Semester Professionalism & Work Ethic Self-Assessment: Take a look at the rubric below and use the gray 'pre-assessment' area to rate your skill level. *Note: You will have a chance to re-evaluate your skill set again at the end of this semester.*

Professionalism & Work Ethic Learning Outcomes	Student Self Assessment Pre - Post		Mastery (4)	Proficient (3)	Developing (2)	Beginning (1)
Rate your ability to demonstrate personal accountability, a strong moral and work ethic, and act responsibly for the best interest of the team:			I always come to work on time and take responsibility for my decisions and behavior. I make sure my actions increase positive & reduce negative impacts on the team. I recognize ethical issues and confidently make good decisions.	I am mostly on time for work. I take responsibility for my decisions and behavior and try to modify both to increase positive & reduce negative impacts on the team. I recognize ethical issues and may ask others for advice to ensure I make good decisions.	I am sometimes late for work, but I'll call in to let my supervisor know. I am not sure how my behavior impacts the team. I know what ethical issues look like.	I am sometimes late for work or unable to finish projects, but I have good reasons. I don't believe my behavior impacts the team. I don't think it is my job to worry about ethical issues.
Rate your ability to work productively and with integrity and understand the scope of your role and impact on the larger institution:			I complete my work on time with little or no direction and I understand the impact of my productivity toward larger goals. I respect and understand the boundaries of my authority and my place within the team and institution.	I complete my work on time, with direction as needed. I know my productivity impacts the team's larger goals. I'm not sure what my role is in the wider institution, but I respect and understand the boundaries my of authority and my place within the team.	I complete my required work. I sometimes forget to clarify directions when I don't know what to do. I understand I have a place on my team, but I'm not sure how I fit into the larger institution.	It is hard to get my work done on time. I get confused on what I'm supposed to do, and I have to ask a few times. I don't know how my job relates to my team.
Rate your ability to learn from failure:			I accept failure as a part of learning. I believe each failure is an opportunity to learn and grow from the experience, so I can improve my future work.	I know failure is a part of learning, but I don't always like getting feedback on it. I believe each failure is an opportunity to grow and improve.	I know failure is a part of learning, but sometimes it's just not my fault. I try to see failure as a chance to learn, although I don't always succeed.	I know what failure looks like, but I don't like talking about it. Afterward, I avoid doing the task. You can be good at everything.



Professionalism & Work Ethic Competency: *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 institution in mind, and is able to learn from his/her mistakes.*

Alaska PEAK - Beginning of Semester Conversation

1. Identify one or two tasks or activities at your campus job where you use your professionalism or work ethic.
2. What are some professionalism or work ethic habits or concepts you've learned in class, or during campus activities, that you could apply at work?
3. Name two things you could do at work that could help you develop or practice your professionalism or work ethic.

Alaska PEAK - End of Semester Check-in

1. Now that you've had time to practice some of these new skills at work, revisit the rubric below and re-evaluate your skills. Use the "Post" self-assessment gray area to indicate your skill level now for each row.
2. Your final task this semester is to update your resume and share it with your supervisor. **Note:** An important part of professional development is documenting your professional growth in a written or digital format. Typically students start with a simple resume, but many students use their [UAA Handshake](#) profile or [UAA ePortfolio](#) to track and exhibit their skills. Other appropriate examples include a [LinkedIn profile](#), a professional portfolio, a professional webpage or even a professional YouTube video.

What type of document or digital format will you share with your supervisor?



Teamwork & Collaboration Competency: *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.*

This document is a guide to give supervisors and student employees an overview of Alaska PEAK Career Competencies and conversation questions. The actual assessment and questions will be sent to students electronically via handshake. If you experience problems or have questions, please contact our Student Employment Technician, arantuna@alaska.edu, (903) 786-4518.

Beginning of Semester Teamwork & Collaboration Self-Assessment: Take a look at the rubric below and use the gray 'pre-assessment' area to rate your skill level. *Note: You will have a chance to re-evaluate your skill set again at the end of this semester.*

Teamwork & Collaboration Learning Outcomes	Student Self Assessment		Mastery (4)	Proficient (3)	Developing (2)	Beginning (1)
	Pre	Post				
Rate your ability to build collaborative relationships with others in a diverse community:			I understand, negotiate, and balance diverse views and beliefs to build collaborative relationships and find workable solutions. I do this with people from many cultures and in many situations.	I usually understand, negotiate, and balance diverse views and beliefs to build collaborative relationships and find workable solutions. I do this with people from many cultures and in many situations.	I try to understand, negotiate, and balance diverse views and beliefs to build collaborative relationships and find workable solutions. I usually do this with people from the same culture.	I struggle to understand, negotiate, and balance diverse views and beliefs to build collaborative relationships and find workable solutions, especially with people from diverse backgrounds.
Rate your ability to work within a team:			I do all four of these things consistently: treating team members with respect; keeping a positive attitude; displaying confidence about my team's ability to meet its goals; and being supportive to coworkers when needed.	I do at least three of these things consistently: treating team members with respect; keeping a positive attitude; displaying confidence about my team's ability to meet its goals; and being supportive to coworkers when needed.	I do at least two of these things consistently: treating team members with respect; keeping a positive attitude; displaying confidence about my team's ability to meet its goals; and being supportive to coworkers when needed.	I struggle to treat team members with respect, keep a positive attitude, display confidence about my team's ability to meet its goals and being supportive to coworkers when needed.
Rate your ability to negotiate and manage conflict:			I address conflict directly and resolve it in a way that strengthens the team.	I acknowledge conflict and I am always willing to help find a solution that strengthens the team.	I recognize conflict but generally try to avoid it or refocus attention away from the conflict toward a common task that needs doing.	I am uncomfortable with conflict and I avoid it whenever it arises.



Teamwork & Collaboration Competency: *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.*

Alaska PEAK - Beginning of Semester Conversation

1. Identify one or two tasks or activities at your campus job where you use your teamwork skills.
2. What are some teamwork skills or concepts you've learned in class, or during campus activities, that you could apply at work?
3. Name two things you could do at work that could help you develop your teamwork skills.

Alaska PEAK - End of Semester Check-in

1. Now that you've had time to practice some of these new skills at work, revisit the rubric below and re-evaluate your skills. Use the "Post" self-assessment gray area to indicate your skill level now for each row.
2. Your final task this semester is to update your resume and share it with your supervisor. **Note:** An important part of professional development is documenting your professional growth in a written or digital format. Typically students start with a simple resume, but many students use their [UAA Handshake](#) profile or [UAA ePortfolio](#) to track and exhibit their skills. Other appropriate examples include a [LinkedIn profile](#), a professional portfolio, a professional webpage or even a professional YouTube video.

What type of document or digital format will you share with your supervisor?



Information Technology Application Competency:

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.

This document is a guide to give supervisors and student employees an overview of Alaska PEAK Career Competencies and conversation questions. The actual assessment and questions will be sent to students electronically via handshake. If you experience problems or have questions, please contact our Student Employment Technician, arantuna@alaska.edu, (903) 786-4518.

Beginning of Semester Information Technology Application Self-Assessment: Take a look at the rubric below and use the gray 'pre-assessment' area to rate your skill level. *Note: You will have a chance to re-evaluate your skill set again at the end of this semester.*

Information Technology Application Learning Outcomes	<i>Student Self Assessment</i> <i>Pre - Post</i>		Mastery (4)	Proficient (3)	Developing (2)	Beginning (1)
Rate your ability to use basic computer technology to accomplish your goals:			I am able to effectively use all the computer technology necessary to accomplish my goals.	I am able to use most of the computer technology necessary to accomplish my goals.	I am able to use most of the computer technology necessary to accomplish my goals although I do not understand all of their features and capabilities.	I have difficulty using computer technology to accomplish my goals.
Rate your ability to use technology ethically:			I fully understand the ethical and legal restrictions when working with confidential information, proprietary and copyrighted programs, information and technologies.	I mostly understand the ethical and legal restrictions when working with confidential information and when using proprietary and copyrighted information and technologies.	I understand some of the ethical and legal restrictions when working with confidential information and when using proprietary and copyrighted information and technologies.	I am unsure of the ethical and legal restrictions when working with confidential information and when using proprietary and copyrighted information and technologies.
Rate your ability to recognize and adapt to new technology:			I feel comfortable using new technology when assigned and I am confident I can use it to get excellent results.	I am usually comfortable using new technology when assigned and I am confident I can use it to get good results.	I am willing to try using new technology when assigned although I am not always sure I can use it to get good results.	I don't feel comfortable using new technology when assigned.



Information Technology Application Competency:

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.

Alaska PEAK - Beginning of Semester Conversation

1. Identify one or two tasks or activities at your campus job where you use your information technology skills.
2. What are some information technology skills or concepts you've learned in class, or during campus activities, that you could apply at work?
3. Name two things you could do at work that could help you develop your information technology skills.

Alaska PEAK - End of Semester Check-in

1. Now that you've had time to practice some of these new skills at work, revisit the rubric below and re-evaluate your skills. Use the "Post" self-assessment gray area to indicate your skill level now for each row.
2. Your final task this semester is to update your resume and share it with your supervisor. **Note:** An important part of professional development is documenting your professional growth in a written or digital format. Typically students start with a simple resume, but many students use their [UAA Handshake](#) profile or [UAA ePortfolio](#) to track and exhibit their skills. Other appropriate examples include a [LinkedIn profile](#), a professional portfolio, a professional webpage or even a professional YouTube video.

What type of document or digital format will you share with your supervisor?



Critical Thinking & Problem-solving Competency:

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.

This document is a guide to give supervisors and student employees an overview of Alaska PEAK Career Competencies and conversation questions. The actual assessment and questions will be sent to students electronically via handshake. If you experience problems or have questions, please contact our Student Employment Technician, arantuna@alaska.edu, (903) 786-4518.

Beginning of Semester Critical Thinking & Problem-solving Self-Assessment: Take a look at the rubric below and use the gray “pre-assessment” area to rate your skill level. *Note: You will have a chance to re-evaluate your skill set again at the end of this semester.*

Critical Thinking & Problem Solving Learning Outcomes	<i>Student Self Assessment</i> <i>Pre - Post</i>		Mastery (4)	Proficient (3)	Developing (2)	Beginning (1)
Rate your ability to use analytical skills to identify problems and collect information.			I can clearly, accurately, and appropriately identify key issues and problems and then collect enough appropriate and credible data and information to analyze it.	I can identify most key issues and problems. I know how to collect data and information although sometimes I miss minor details.	I can identify some key issues and problems. I can collect data and information but I occasionally miss something that is important.	I’m not sure where to start when identifying key issues and problems. I have difficulty deciding what data and information is relevant or appropriate.
Rate your ability to critically interpret and evaluate information, facts and data sources.			I can clearly analyze information for accuracy, relevance, and validity. I can interpret and evaluate facts and data sources.	I can generally analyze information for accuracy, relevance, and validity, but I occasionally miss minor details.	I can analyze information, but I’m sometimes not sure how much or what information is appropriate and then I miss information that interferes with the analysis.	I can find information, I just don’t have a lot of practice analyzing it. I have trouble taking information and interpreting its meaning
Rate your ability to reason, be original and inventive			I consistently think things through logically and usually come up with creative, and often unique solutions and idea.	I consistently think things through logically and sometime come up with creative solutions or ideas.	My reasoning is usually sound, and I get some good ideas once in a while, but I don’t always think things all the way through. Sometimes I forget to explore all the options.	I don’t spend a lot of time thinking through complex problems to come up with solutions. I rather spend my time doing something else.



Critical Thinking & Problem-solving Competency:

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.

Alaska PEAK - Beginning of Semester Conversation

1. Identify one or two tasks or activities at your campus job where you use your critical thinking & problem-solving skills.
2. What are some critical thinking & problem-solving skills or concepts you've learned in class or during campus activities, that you could apply at work?
3. Name two things you could do at work that could help you develop your critical thinking & problem-solving skills.

Alaska PEAK - End of Semester Check-in

1. Now that you've had time to practice some of these new skills at work, revisit the rubric below and re-evaluate your skills. Use the "Post" self-assessment gray area to indicate your skill level now for each row.
2. Your final task this semester is to update your resume and share it with your supervisor. **Note:** An important part of professional development is documenting your professional growth in a written or digital format. Typically students start with a simple resume, but many students use their [UAA Handshake](#) profile or [UAA ePortfolio](#) to track and exhibit their skills. Other appropriate examples include a [LinkedIn profile](#), a professional portfolio, a professional webpage or even a professional YouTube video.

What type of document or digital format will you share with your supervisor?



Global & Intercultural Fluency Career Competency: 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.

This document is a guide to give supervisors and student employees an overview of Alaska PEAK Career Competencies and conversation questions. The actual assessment and questions will be sent to students electronically via handshake. If you experience problems or have questions, please contact our Student Employment Technician, arantuna@alaska.edu, (903) 786-4518.

Beginning of Semester Global & Intercultural Fluency Self-Assessment: Take a look at the rubric below and use the gray "pre-assessment" area to rate your skill level. *Note: You will have a chance to re-evaluate your skill set again at the end of this semester.*

Global/ Intercultural Fluency Learning Outcomes	<i>Student Self Assessment Pre - Post</i>		Mastery (4)	Proficient (3)	Developing (2)	Beginning (1)
Rate your ability to value, respect and learn from diverse cultures, races, ages, genders, sexual orientations, and religions:			I always respect, interact, and work positively with individuals from other social and cultural groups and seek opportunities to learn from diverse perspectives. I appreciate hearing and seeking out different ideas and opinions to develop a common understanding.	I respect, interact, and work positively with individuals from other social and cultural groups. I accept different ideas and opinions and generally get along with people.	I have some training and experience interacting and working positively with individuals from other social and cultural groups. I know that people have different ideas and opinions and I am willing to learn about them.	I don't have a lot of experience working with people from other social and cultural groups. I don't understand why different ideas and opinions are important and this sometimes leads to arguments.
Rate your ability to share, support and interact respectfully with people:			I know my statements, responses, and body language are always respectful and appropriate. I always listen to, share with, and support the efforts of others.	I try to keep my statements, responses, and body language respectful and appropriate. I generally listen to, share with, and support the efforts of others.	I think my statements, responses, and body language are usually respectful and appropriate. I sometimes listen to, share with, and support the efforts of others.	I'm unsure if I come across as being, respectful, a good listener or supportive to others.
Rate your ability to interact, be open, inclusive and sensitive:			I am interested in initiating and developing interactions with people from different cultural backgrounds. I accept their cultural uniqueness and make sure people feel valued, included and welcome.	I try to interact with people from different cultural backgrounds. I realize their culture is unique and different from my own and I want them to feel welcome.	I am open to interacting with people from different cultural backgrounds, but it is difficult understanding cultures different from my own. I think i just need more practice.	I am open to interacting with people from different cultural backgrounds, but some people have really weird languages or traditions and it's hard to understand them.



Global & Intercultural Fluency Career Competency:

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.

Alaska PEAK - Beginning of Semester Conversation

1. Identify one or two tasks or activities at your campus job where you use your global and intercultural skills.
2. What are some global and intercultural skills or concepts you've learned in class, or during campus activities, that you could apply at work?
3. Name two things you could do at work that could help you develop your global and intercultural skills.

Alaska PEAK - End of Semester Check-in

1. Now that you've had time to practice some of these new skills at work, revisit the rubric below and re-evaluate your skills. Use the "Post" self-assessment gray area to indicate your skill level now for each row.
2. Your final task this semester is to update your resume and share it with your supervisor. **Note:** An important part of professional development is documenting your professional growth in a written or digital format. Typically students start with a simple resume, but many students use their [UAA Handshake](#) profile or [UAA ePortfolio](#) to track and exhibit their skills. Other appropriate examples include a [LinkedIn profile](#), a professional portfolio, a professional webpage or even a professional YouTube video.

What type of document or digital format will you share with your supervisor?



Career Management Competency: Demonstrated ability to identify and articulate skills, strengths, knowledge, and experiences relevant to the position desired and career goals, can 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 and gain new skills to achieve goals, and understands how to self-advocate for opportunities in the workplace (career driven mindset).

This document is a guide to give supervisors and student employees an overview of Alaska PEAK Career Competencies and conversation questions. The actual assessment and questions will be sent to students electronically via handshake. If you experience problems or have questions, please contact our Student Employment Technician, arantuna@alaska.edu, (903) 786-4518.

Beginning of Semester Career Management Self-Assessment: Take a look at the rubric below and use the gray “pre-assessment” area to rate your skill level. *Note: You will have a chance to re-evaluate your skill set again at the end of this semester.*

Career Management Learning Outcomes	<i>Student Self Assessment</i> <i>Pre - Post</i>		Mastery (4)	Proficient (3)	Developing (2)	Beginning (1)
Rate your ability to identify and discuss skills, knowledge and experiences related to your career goals:			I am able to clearly identify and discuss about my professional skills in written and oral forms. I can skillfully connect my academic knowledge & experiences with the skills demanded by my discipline or industry. I meticulously track and document each new skill and experience in my resume (or similar).	I am able to clearly identify my professional skills although I struggle when discuss them in written and oral forms. I can connect my academic knowledge & experiences with the skills demanded by my discipline or industry. I update my resume with new skills as needed.	I have professional skills although I have not discussed them in written or oral forms. I try to connect my academic knowledge & experiences with the skills demanded by my discipline or industry.	I have not attempted to identify or discuss my professional skills in written and oral form. I have never tried to connect my academic knowledge and experiences to my employability skills.
Rate your ability to research your career and take appropriate actions to reach your career goals:			I have a clear plan of action for landing my dream job after graduation. I track industry leaders, understand credential requirements and training standards (including professional affiliations and associations). I am confident I understand industry hiring pathways and intentionally align my experiences in college to lead to appropriate entry level position (e.g. internships or training programs).	I know I can do what it takes to landing my dream job after graduation. I am familiar with some industry standards and norms. I have done some research and I have tried to align my experiences in college to lead to appropriate entry level position (e.g. internships or training programs).	I usually only participate in activities related to my future career when I have to (e.g. classroom assignments, degree requirements). I understand that career pathways exist, but I don't see the need to research my career path.	I have not done any career related research. I am pretty sure I'll get a job after I graduate.

Career Management Learning Outcomes	<i>Student Self Assessment</i> <i>Pre - Post</i>		Mastery (4)	Proficient (3)	Developing (2)	Beginning (1)
Rate your ability to practice a career driven mindset to reach career goals:			I practice ALL parts of a career driven mindset to reach my career goals: intentionally build my network (of industry mentors); recognize my limitations and build on my strengths; take informed risks (e.g. study abroad, elevator pitches, etc.); embrace continuous change (being flexible, curious, and open minded); build my confidence and strengthen my resiliency.	I practice most parts of a career driven mindset to reach my career goals: intentionally build my network (of industry mentors); recognize my limitations and build on my strengths; take informed risks (e.g. study abroad, elevator pitches, etc.); embrace continuous change (being flexible, curious, and open minded); build my confidence and strengthen my resiliency.	I practice a few parts of a career driven mindset to reach my career goals: intentionally build my network (of industry mentors); recognize my limitations and build on my strengths; take informed risks (e.g. study abroad, elevator pitches, etc.); embrace continuous change (being flexible, curious, and open minded); build my confidence and strengthen my resiliency.	I don't think I am practicing a career driven mindset to reach my career goals.
Rate your ability to identify and constructively discuss your professional strengths and weaknesses:			I am able to critically evaluate my professional strengths and weaknesses. I know how to demonstrate my strengths and I work on improving skills where I am most weak to improve my job performance.	I am able to critically evaluate my own strengths and weaknesses at work, but I'm not sure it helps me improve my job performance.	Sometimes I try to think about my past work experiences in an effort to identify my strengths or weaknesses.	I don't see the need to think about past experiences at work.

Alaska PEAK - Beginning of Semester Conversation

1. Identify one or two tasks or activities at your campus job where you use your career management skills.
2. What are some career management skills or concepts you've learned in class, or during campus activities, that you could apply at work?
3. Name two things you could do at work that could help you develop your career management skills.

Alaska PEAK - End of Semester Check-in

1. Now that you've had time to practice some of these new skills at work, revisit the rubric below and re-evaluate your skills. Use the "Post" self-assessment gray area to indicate your skill level now for each row.
2. Your final task this semester is to update your resume and share it with your supervisor. **Note:** An important part of professional development is documenting your professional growth in a written or digital format. Typically students start with a simple resume, but many students use their [UAA Handshake](#) profile or [UAA ePortfolio](#) to track and exhibit their skills. Other appropriate examples include a [LinkedIn profile](#), a professional portfolio, a professional webpage or even a professional YouTube video.

What type of document or digital format will you share with your supervisor?