The January 2015 Report *Falling Short? College Learning and Career Success* by the Association of American Colleges and Universities highlighted the discrepancy between students' and employers' views on job readiness. Like a number of earlier studies, the report found that employers rated job readiness lower than recent college graduates themselves or their college did.

To close the gap between what employers need and education delivers, the Excellence with Integrity Institute and The Robert D. and Billie Ray Center at Drake University design and deliver research-based instructional, professional development, and assessment resources that help enhance the core competencies needed for college, career, and citizenship readiness and success.
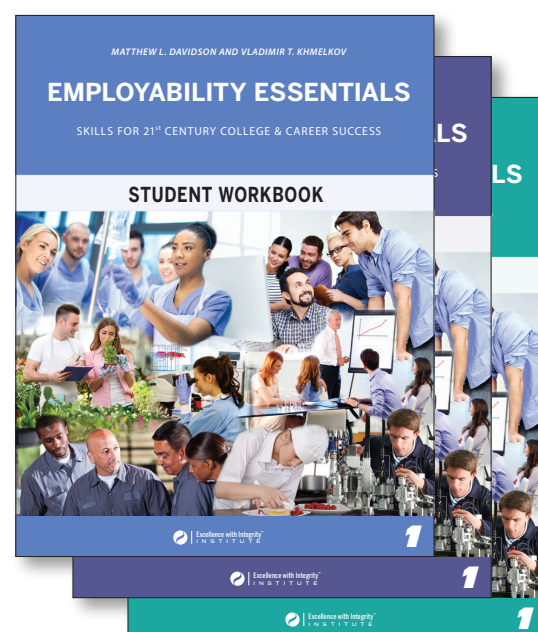
EMPLOYABILITY ESSENTIALS

are curricular resources for use in a classroom, certification, or other course-type applications, as well as internships, on-the-job trainings, and similar structures and experiences.

FACILITATOR GUIDES distill the latest research—including topics on social and emotional development, positive psychology, and resiliency—on the core workforce competencies, and introduce replicable strategies, applied practice and real-world simulation activities for coaching on the targeted skills.

STUDENT WORKBOOKS feature class activities for skill development, followed by strategies for self-reflection, goal setting, and monitoring one's progress.

The *INTERNSHIP HANDBOOK* shares knowledge about targeted competencies in a professional journal article format, with links to relevant videos, articles, or books for expanded learning; guides practice for skill development with replicable strategies, and introduces Optimal Performance™ assessment instruments for self-reflection and mentoring on the simulated or real-world implementation of the targeted skills.

MATTHEW L. DAVIDSON AND VLADIMIR T. KHMELKOV

EMPLOYABILITY ESSENTIALS

SKILLS FOR 21st CENTURY COLLEGE & CAREER SUCCESS

STUDENT WORKBOOK

EXCELLENCE
WORK ETHIC
GOAL ACHIEVEMENT
PROBLEM SOLVING
INNOVATION

INTEGRITY
FAIRNESS
RESPECT
RESPONSIBILITY
COURAGE

GROWTH & BALANCE
GROWTH MINDSET
ENGAGEMENT
RESILIENCE
STRESS MANAGEMENT

TEAMWORK & COMMUNITY
CIVILITY
LEADERSHIP
COMMUNICATION
COLLABORATION

The series feature replicable teaching and learning strategies presented in the form of Excellence with Integrity™ TOOLS. EWI tools are based on cutting-edge sociological, psychological, and educational research and act as the core of each introductory lesson, as well as guides and standards for continued practice beyond the initial experience.

The instructional modules are designed to allow for flexible implementation: they can be taught in one class, broken by topic across several classes, or modified for delivery in other ways to better fit students' developmental level, learning styles, and teaching environment for an optimal learning experience.

Drake
UNIVERSITY
The Robert D. and Billie Ray Center
www.drake.edu/raycenter

Excellence with Integrity™
INSTITUTE
www.ewii.org

EMPLOYABILITY ESSENTIALS CONTENT

VOLUME 1

1. From Goal Setting to Goal Achievement
- 1-1: Goal Achievement Process
- 1-2: Goal Mapping
- 1-3: Attitude + Effort = Improvement

2. Communicating Effectively with Others
- 2-1: Two-Way Communication
- 2-2: Preparing to Communicate
- 2-3: Win-Win Negotiation

3. Developing the Habits for Excellence
- 3-1: The Habits for Excellence
- 3-2: Principles of Perfect Practice
- 3-3: The Mindset of Motivation

4. Building on Strengths and Passion
- 4-1: Character SWOT Analysis
- 4-2: Elevator Speech

5. Managing Priorities and Stress
- 5-1: Stress Management Process
- 5-2: Priorities and Time Management

6. Achieving Excellence with Integrity
- 6-1: Rules of an Active Conscience
- 6-2: Creating a Personal Character Touchstone

VOLUME 2 (forthcoming)

1. Collaborating Effectively and Efficiently
- 1-1: Communicating to Connect with Others
- 1-2: Developing a Compact for Excellence
- 1-3: Collaboration Continuum
- 1-4: Negotiation for Collaboration

2. Stimulating Innovation with Your Team
- 2-1: The Creative Solutions System
- 2-2: Creative Group Brainstorming
- 2-3: Collaborating to Find Creative Solutions
- 2-4: Innovation Stimulators
- 2-5: Preventative Problem Solving

3. Collaborating with Integrity
- 3-1: The Integrity-in-Action Essentials
- 3-2: Intervention Continuum

4. Leading with Integrity
- 4-1: Leader to Detractor
- 4-2: Core Leadership Practices
- 4-3: The Heart of Leadership
- 4-4: Capable Coaching and Constructive Critique

"This cutting-edge educational experience affords our students an advantage in their formation and workplace marketability through real-world development of the essential career readiness skills. More than a course or a curriculum, the *Excellence with Integrity Knowledge, Tools, and Strategies* can be used every day—in and out of the classroom."

~ President Rob Denson, Des Moines Area Community College (DMACC)

"I went from being someone who had no drive to do much of anything to someone who was really driven. To have a class where they give you those tools to succeed is amazing."

~ Community College Student

"I think the program gives you a clear advantage or edge above others that have not participated in that class."

~ Community College Student

"What I gained most is confidence. Even though I do feel that I have certain skill sets, I hadn't had the confidence to display them and I hadn't had the confidence to display myself."

~ University Student

"I feel like [Employability Essentials] is for everyone. Who doesn't want these tools to lead you to a successful life?"

~ University Student

"Employers are happy because they are seeing leadership and they're seeing communication and organization that they so desperately want."
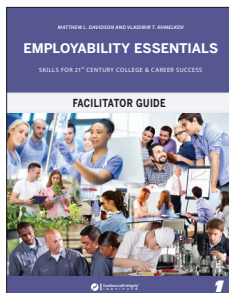
~ Community College Faculty

To find out more call 315-692-8054 or email info@ewii.org

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# EMPLOYABILITY ESSENTIALS IMPLEMENTATION

CLASSROOM INSTRUCTIONAL RESOURCES

The *FACILITATOR GUIDE* consists of learning modules, with each module designed to provide introductory experience to a particular competency or learning target. The whole module can be delivered as one lesson, broken over several classes, or modified for delivery in any other way that would best fit the learning environment.

Structurally, each learning module includes three major components:

1. Objective, Overview, Preparation and Materials list.
2. Delivery Steps:
   a) Introduction.
   b) Guided Practice.
   c) Closure & Assessment.
3. Extensions.

The instructions and activities presented in the Facilitator Guide are intended to show one possible way of introducing the knowledge about the targeted skill or competency; it is the job of the facilitator to select what would work best for their audience, and for the environment, context, and time in which the module content will be delivered.
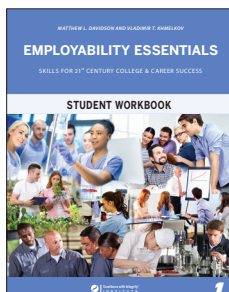
Matching *STUDENT WORKBOOKS* include

a) the learning activities that students engage in during the introductory experience in class,

b) the Excellence with Integrity™ Tools that they can continue using as they work on the extensions,

c) rubrics and space for reflection and planning.

Conceptually, each learning module incorporates two main features:

- research-based tool(s)—visual summary of the essential knowledge and/or replicable skill development process, and
- an experiential introduction to the tool(s)—guided practice.

The research-based tools represent the distillation of the relevant academic, experimental, and field research into a teaching strategy, process, checklist, or rubric. In each module the learner is introduced to a strategy, and then has a chance to experience it through simulated activities.

Following the introductory experience, Extensions suggest a few additional opportunities to practice the skill after the introductory lesson using the lesson tool(s) as guides for behavior. The extensions provided are just a sample of unlimited opportunities for integration of skill development into different situations and contexts outside of and beyond the initial lesson that you and your students can tap into.

TRANSITION FROM CLASSROOM TO REAL-LIFE EXPERIENCES

The third resource in the Employability Essentials series allows extending the development of the Excellence with Integrity skills further into internships, on-the-job trainings, and similar practicum-type experiences.
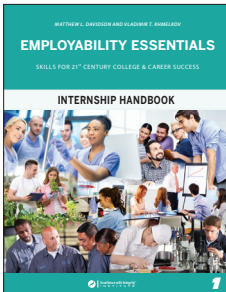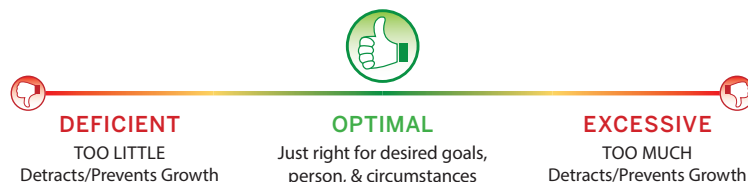
The *Internship Handbook* targets the skills and competencies previously introduced in the classroom environment. Each module includes:

a) review of the core knowledge about targeted competencies summarized in a professional journal article format, with links to relevant videos, articles, or books for engaging and expanded learning;

b) Excellence with Integrity™ Tools, and

c) Optimal Performance™ Assessment & Mentoring tools and strategies for self-reflection, coaching, and feedback on the real-world implementation of the targeted skills.

OPTIMAL PERFORMANCE™ ASSESSMENT & MENTORING

Optimal Performance Assessment (OPA) tools and process is a unique feature of the Employability Essentials series. Optimal performance is defined by the Institute as that which avoids EXCESS or DEFICIENCY relative to:

(1) the organizational *mission* and *vision*, *goals* and *expectations*,
(2) each person's *sensibilities* and *capabilities*, and
(3) the real-world *circumstances*.

DEFICIENT	OPTIMAL	EXCESSIVE
TOO LITTLE	Just right for desired goals, person, & circumstances	TOO MUCH
Detracts/Prevents Growth		Detracts/Prevents Growth

Optimal Performance Self-Studies are standardized formative assessment and mentoring tools. They capture what the targeted Employability Essentials competencies and expectations should look like, sound like, and feel like in practice.

Students/mentees use OPA self-studies to consistently monitor and intentionally calibrate their performance to match current expectations, specific circumstances, and their own individual capabilities.

Mentors ensure consistency in formation of students'/mentees' attitudes toward work and development of their core skills by making Optimal Performance assessment and mentoring tools the central element of internships, on-the-job trainings, and similar practicum-type experiences.

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