

## **SEOTY 2025 Individual Nomination Requirements**

To be eligible, nominees must...

- be a Mānoa classified, continuing student in the Spring 2024 semester at the University of Hawaii at Mānoa, including students enrolled through UH Outreach College.
- be currently employed on the F1 (FWS) or F3 payroll code, which denotes the individual as a *student employee* of the University of Hawai'i under the Mānoa Career Center.
- be enrolled as a UHM classified student with the minimum number of credits as follows: 9 credits for Undergraduates; 6 credits for Graduates.
- be in good academic standing.
- have been employed at least 6 months prior to the time of nomination.
- work a minimum of 10 hours per week during the academic periods.

The Mānoa Career Center will verify the eligibility of all nominees after nominations have been submitted.

Nominators will need to provide:

- Nominator's Contact & Department Information
- Student Employee Information
  - Legal First and Last Name
  - UH ID#
  - Nominee's position title
  - Email Address
- Nomination Essay from Nominator

### **Nomination Essay (required for all individual student nominations):**

As part of the competition, a nomination essay must be submitted by the nominator. The essay is essential in describing the work of the nominee and the reasons why they are an outstanding student employee.

Nominations will be judged on the following NACE Career Readiness Competencies , limiting each section to no more than 500 words.

#### **1. CAREER & SELF-DEVELOPMENT**

#### **2. COMMUNICATION**

#### **3. CRITICAL THINKING**

#### **4. EQUITY & INCLUSION**

**5. LEADERSHIP**

**6. PROFESSIONALISM**

**7. TEAMWORK**

**8. TECHNOLOGY**

**Please refer to the handout on the NACE Competencies for a Career-Ready Workforce for a description and examples of each of the eight competencies.**

**Student's Essay (required for all individual student nominations)**

Each student employee nominated for the Individual SEOTY Award will need to provide an essay about their experience as a student employee. The essay should address the following question:

- “What has helped me to develop personally, professionally, and/or academically by working as a student employee?” (Please limit the essay to 500 words)

Students should submit their essay to [careersd@hawaii.edu](mailto:careersd@hawaii.edu) by 4:00PM HST February 18, 2025.

## CAREER READINESS

# Competencies for a Career-Ready Workforce

### Career Readiness Competencies

There are **eight career readiness competencies**, each of which can be demonstrated in a variety of ways.



Career &  
Self-Development



Leadership



Communication



Professionalism



Critical Thinking



Teamwork



Equity & Inclusion



Technology

### What Is Career Readiness?

Career readiness is a foundation from which to demonstrate requisite core competencies that broadly prepare the college educated for success in the workplace and lifelong career management.



## 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.**

### **Sample Behaviors**

- Show an awareness of own strengths and areas for development.
- Identify areas for continual growth while pursuing and applying feedback.
- Develop plans and goals for one's future career.
- Professionally advocate for oneself and others.
- Display curiosity; seek out opportunities to learn.
- Assume duties or positions that will help one progress professionally.
- Establish, maintain, and/or leverage relationships with people who can help one professionally.
- Seek and embrace development opportunities.
- Voluntarily participate in further education, training, or other events to support one's career.



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## Communication

**Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.**

### **Sample Behaviors**

- Understand the importance of and demonstrate verbal, written, and non-verbal/body language, abilities.
- Employ active listening, persuasion, and influencing skills.
- Communicate in a clear and organized manner so that others can effectively understand.
- Frame communication with respect to diversity of learning styles, varied individual communication abilities, and cultural differences.
- Ask appropriate questions for specific information from supervisors, specialists, and others.
- Promptly inform relevant others when needing guidance with assigned tasks.

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COMMUNICATION



## Critical Thinking

**Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.**

### **Sample Behaviors**

- Make decisions and solve problems using sound, inclusive reasoning and judgment.
- Gather and analyze information from a diverse set of sources and individuals to fully understand a problem.
- Proactively anticipate needs and prioritize action steps.
- Accurately summarize and interpret data with an awareness of personal biases that may impact outcomes.
- Effectively communicate actions and rationale, recognizing the diverse perspectives and lived experiences of stakeholders.
- Multi-task well in a fast-paced environment.



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## Equity & Inclusion

**Equity and Inclusion Competency:** Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different cultures and backgrounds. Engage in anti-oppressive practices that actively challenge the systems, structures, and policies of racism and inequity.

### Sample Behaviors

- Solicit and use feedback from multiple cultural perspectives to make inclusive and equity-minded decisions.
- Actively contribute to inclusive and equitable practices that influence individual and systemic change.
- Advocate for inclusion, equitable practices, justice, and empowerment for historically marginalized communities.
- Seek global cross-cultural interactions and experiences that enhance one's understanding of people from different demographic groups and that leads to personal growth.
- Keep an open mind to diverse ideas and new ways of thinking.
- Identify resources and eliminate barriers resulting from individual and systemic racism, inequities, and biases.
- Demonstrate flexibility by adapting to diverse environments.
- Address systems of privilege that limit opportunities for members of historically marginalized communities.

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## Leadership

**Recognize and capitalize on personal and team strengths to achieve organizational goals.**

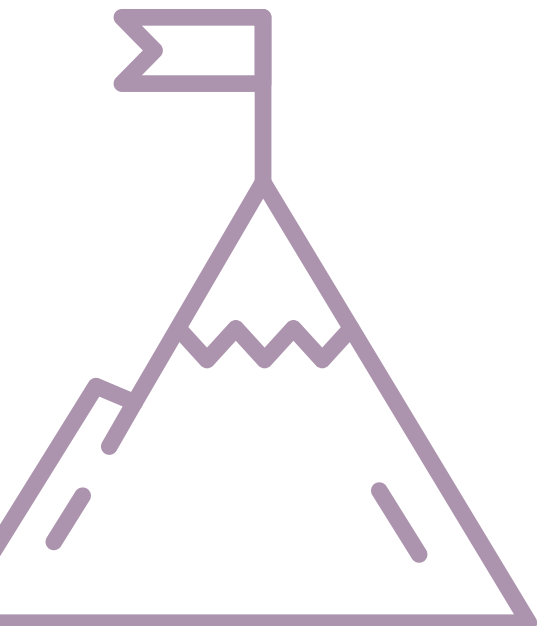
### **Sample Behaviors**

- Inspire, persuade, and motivate self and others under a shared vision.
- Seek out and leverage diverse resources and feedback from others to inform direction.
- Use innovative thinking to go beyond traditional methods.
- Serve as a role model to others by approaching tasks with confidence and a positive attitude.
- Motivate and inspire others by encouraging them and by building mutual trust.
- Plan, initiate, manage, complete, and evaluate projects.



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## Professionalism

**Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.**

### **Sample Behaviors**

- Act equitably with integrity and accountability to self, others, and the organization.
- Maintain a positive personal brand in alignment with organization and personal career values.
- Be present and prepared.
- Demonstrate dependability (e.g., report consistently for work or meetings).
- Prioritize and complete tasks to accomplish organizational goals.
- Consistently meet or exceed goals and expectations.
- Have an attention to detail, resulting in few if any errors in their work.
- Show a high level of dedication toward doing a good job.

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## Teamwork

**Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.**

### **Sample Behaviors**

- Listen carefully to others, taking time to understand and ask appropriate questions without interrupting.
- Effectively manage conflict, interact with and respect diverse personalities, and meet ambiguity with resilience.
- Be accountable for individual and team responsibilities and deliverables.
- Employ personal strengths, knowledge, and talents to complement those of others.
- Exercise the ability to compromise and be agile.
- Collaborate with others to achieve common goals.
- Build strong, positive working relationships with supervisor and team members/coworkers.



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## Technology

**Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.**

### **Sample Behaviors**

- Navigate change and be open to learning new technologies.
- Use technology to improve efficiency and productivity of their work.
- Identify appropriate technology for completing specific tasks.
- Manage technology to integrate information to support relevant, effective, and timely decision-making.
- Quickly adapt to new or unfamiliar technologies.
- Manipulate information, construct ideas, and use technology to achieve strategic goals.

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TECHNOLOGY



## National Association of Colleges and Employers

Advancing college talent together

Established in 1956, the National Association of Colleges and Employers (NACE) is the leading source of information on the employment of the college educated.

In carrying out its mission — to empower the community of talent acquisition and higher education professionals focused on the development and employment of college-educated talent by advancing equitable, evidence-based practices; creating leading content, research, and professional development opportunities; and enabling robust professional networks, while serving as the voice for the profession — NACE connects nearly 17,000 college career services professionals, university relations and recruiting professionals, and the business solution providers that serve this community.

For more information on how NACE supports the career services and college recruiting field, **visit [www.nacweb.org/membership](http://www.nacweb.org/membership)**.



For more information on this initiative,  
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