

## Career Ready Competencies

### Pre/Post Self-Assessment Scenarios

#### Practical Leadership & Management Skills

**Scenario 1:** You have started a new organization and will be serving as president for the first year of the organization's existence. You have very little knowledge of how to run an organization and need to establish some structure for the group. What would you prioritize as the most important first step in taking on this leadership role?

- (0). *I would show up to the first meeting and just see how it goes.*
- (1). *I would contact the organization's faculty/staff advisor and ask them to provide some guidance and help me to identify my strengths as a leader.*
- (2). *I would make a list of things I need to accomplish to better understand my role and then start working on the list of tasks in preparation for the first meeting.*
- (3). *I would read (and/or develop) the organization's constitution to better understand its vision, mission and purpose and then ask all members to do the same prior to our first meeting.*

**Scenario 2:** You are leading a team meeting and one member consistently shows up late. It is deflating team morale. Additionally, you are concerned that they will not complete the tasks assigned due to this lack of interest. As the team lead, how would you address this issue?

- (0). *I would ask the member, while in front of the team, why they are late and demand that they apologize if they want to continue working with us.*
- (1). *The team member probably has a good reason why they have been late. I do not want to create drama. I would just overlook their tardiness and huddle with them after the meeting to share with them what was missed.*
- (2). *I would email the team member and share the expectations for our team meetings. If they are tardy again, I would move forward with disciplinary action.*
- (3). *I would ask the team member to grab coffee or meet before our next meeting and discuss the issue of their tardiness. Through discussion, I would hope to define expectations, better understand their reasoning, and develop a strategy for the future.*

**Scenario 3:** You started a new job on campus and are having a hard time balancing your academic requirements and workload. To help:

- (0). You catch up on your homework during down time at work.
- (1). You talk with your supervisor and share that you will need to cut down on your hours to spend more time studying.
- (2). You buy a planner and start making a daily schedule to create a routine. You do not adjust your work hours or studying, but you are able to balance it better through organization of your time.
- (3). You use a planner, but you still feel overwhelmed. You decide to meet with the Academic Success Center and/or your advisor to talk about strategies to make you more productive at work and home.

**Scenario 4:** You are responsible for planning and executing a major campus event that is sponsored by your student organization. Everyone is expecting the event to be perfect, but once it starts you realize that a large group of students attending are drunk and creating a major disruption. How would you handle this situation?

- (0). You have no idea what you should do, so you tell your team via GroupMe and encourage them to keep an eye on disruptive students.
- (1). You remain at your initial post and do not interact with the drunk students, but call your advisor to let them know what is going on and to seek advice.
- (2). You assess the situation and try to redirect traffic during the event briefly to avoid the disruption. You then call your advisor. When your advisor arrives on scene, you let them handle the situation.
- (3). You calmly call UAB Police and ask them to meet you at the event to talk to and potentially remove these guests. Once you hang up, you call your advisor to share an update on the situation to keep them in the loop. You wait on the police to arrive and then address the situation.

## Civic Identity & Commitment to Service

**Scenario 1:** While walking through the Hill Student Center, you see several discarded receipts and napkins on the floor. You...

- (0). Ignore it, it's just a piece of paper.
- (1). Pick up what you can and throw it away.
- (2). Pick up what you can and make a point to email the Director of the Hill Student Center to discuss the cleanliness of the Hill.
- (3). Pick up what you can and make a point to email both your Student Government Representative and the Director of the Hill Student Center to voice your concerns.

**Scenario 2:** A coworker talks to you about feeling detached from their community and asks what things you do to keep you connected. You...

- (0). Tell them they should just focus on work.
- (1). Talk to your coworker about organizations of which you are a member.
- (2). Ask your coworker about their interests and things they may have done before coming to UAB.
- (3). Ask your coworker about their interests, tell them some of the things you do to get involved and show them how to find more opportunities to get involved through Engage.

**Scenario 3:** As election season comes into full swing, a friend mentions that they are not feeling a need to vote. You...

- (0). Although you disagree, you don't say anything.
- (1). Tell your friend that every vote counts without going into any detail.
- (2). Make time to have a conversation about the significance of voting and learn more about why your friend has taken their stance.
- (3). Make time to have a conversation with your friend and also ensure that they at least register to vote.

**Scenario 4:** You have won the nomination for president of your organization by your peers and want to make the most of your opportunity. However, there are some organization members who are unhappy with the results of the election. You...

- (0). Encourage those that don't agree with your new role to leave the organization.
- (1). Have a transparent conversation about the significance of supporting the democratic process.
- (2). Make time to assure all members that their voice and participation in the group is appreciated.
- (3). Make time to assure all members that their voice and participation is valued and have a conversation explaining the importance of supporting the democratic process.

## Critical Thinking & Problem Solving

**Scenario 1:** An individual attempts to enter the Campus Recreation Center using another UAB student's ID. You are working at the customer service desk. You would:

- (0). *I wouldn't do anything. I would let that individual gain access to the facility.*
- (1). *I wouldn't stop that individual from entering the facility, but I would make my supervisor aware of the situation.*
- (2). *I would stop the individual and explain why they are not allowed to enter the facility.*
- (3). *I would stop the individual, explain why they are not allowed in the facility, and then report the activity to the professional staff for the next steps.*

**Scenario 2:** An individual is dressed inappropriately in the pool area and patrons are beginning to complain as they are starting to get uncomfortable. There are no visible signs regarding rules for appropriate attire near the pool area. What steps would you take?

- (0). *I wouldn't do anything because the individual was not being a disturbance in any form or fashion.*
- (1). *I would make my supervisor aware of the individual in hopes that he or she will resolve the issue.*
- (2). *I would approach the individual respectfully to explain the policy and politely ask them to change their attire.*
- (3). *I would approach the individual respectfully to explain the policy and politely ask the individual to change the attire. I would then make efforts towards moving the policies and procedures sign to a visible space where patrons can see it.*

**Scenario 3:** A student in the day camp seems to be missing from your group and has been gone for a significant amount of time. The next steps you would take should be:

- (0). *I would just wait and see if the camper returns to the area where we last saw them.*
- (1). *I would mention to a nearby counselor that I am missing a camper from my group.*
- (2). *I would notify the counselors from every area and see if the camper is within any of those groups.*
- (3). *I would notify the counselors from every area and then issue a code for the missing camper.*

**Scenario 4:** You are supervising a night of intramural football when you notice that a conflict between students is starting to arise. What steps would you take?

- (0). *I wouldn't do anything.*
- (1). *I would recognize the situation, and then ask for assistance from other staffers.*
- (2). *I would recognize the situation, then attempt to resolve the conflict.*
- (3). *I would recognize the situation, attempt to immediately resolve the conflict, and then meet with the students and our staff in order to prevent this situation from re-occurring.*

## Technology

**Scenario 1: You find yourself opening your department's office before any professional staff have arrived. You go to turn on the lights in your space and realize that they are not coming on. After trying several times, what would be your next step?**

- (0). *Sit in the dark office and use the natural lighting to continue opening procedures.*
- (1). *Leave the office and wait until a professional staff member arrives to resolve the issues.*
- (2). *Call UAB Facilities (or related area) to report the issue, then begin regular opening procedures.*
- (3). *Call UAB Facilities (or related area) to report the issue, call professional staff and inform them what steps you've taken to resolve the issue, and ask what next steps you should take.*

**Scenario 2: A large part of your role involves using online software to enter data. When you arrive to work your shift, you realize that the software you typically use to perform your duties will not open with the browser you typically use. You have been shown how to enter information on an offline database, but the offline software is not visible on the computer's desktop, what are your next steps?**

- (0). *Continue refreshing the online software while working on personal projects for class.*
- (1). *Leave a note for your supervisor and begin working on other projects.*
- (2). *Use the search option on the desktop to find the offline software and begin entering data into the offline database.*
- (3). *Try using a different web browser to open the online web client to complete your work, if unsuccessful use the search option on the desktop to find the offline software.*

**Scenario 3: You have been facilitating general meetings for your organization for the last academic year but have since been assigned a new role. The person stepping into your role is not as familiar with the technology and has asked for your assistance learning the ins and outs. How do you best help?**

- (0). *Ensure the student that they'll be fine and let them learn on their own, like you had to.*
- (1). *Send the student the user manual for the hardware and instruct them to read it.*
- (2). *Have the student watch you use the software.*
- (3). *Set up time to work with the student to teach them how to use the hardware and assure them that you're available to help answer any questions they may have.*

**Scenario 4: Your advisor/supervisor wants to increase your organization's online presence, specifically on social media. You're known for being very savvy in this area as you have thousands of followers and post often. You're tasked with creating a marketing campaign that focuses on getting others engaged in your organization, what are your first steps?**

- (0). *Give your supervisor a list of different social media platforms and have them decide on which one they want you to focus.*
- (1). *Create a list of relevant trending social media platforms and how your organization can best benefit from establishing a presence on each platform.*

*(2). Create accounts for relevant trending social media platforms, and begin following relevant accounts to increase exposure.*

*(3). Create content consistent with the typical use of the social media platform; create social media accounts for each platform; begin following relevant accounts; begin collecting data on engagement with each account; and present progress to your supervisor.*



## Cultural Humility & Global Fluency

**Scenario 1:** Several students are organizing to lobby legislators in Montgomery about recent changes that limit financial aid options for low income students. You've never thought of yourself as 'poor' but know you're only able to afford college with financial aid. As you arrive for the first meeting, you realize that the majority of the students organizing appear to be of a different ethnic background. What do you do next?

- (0). *Remove yourself from the group and make a new group composed of others that make you more comfortable.*
- (1). *Observe from a distance, not making any genuine effort to contribute to the group until you know you can trust them.*
- (2). *Ask how you can become an active participant in the group and work towards shared success.*
- (3). *Actively model the values and ambitions of the group daily and encourage others to do the same.*

**Scenario 2:** You and a friend realize you need to watch a video for class and you both forgot your headphones. While looking for a secluded place to watch the video, you realize that the 'public meditation room' is currently empty and decide to use it. After you have gotten settled, two students come in for their mid-day prayer. The students ask that you mute the video so they can pray, but your friend doesn't want to. What do you do next?

- (0). *Nothing, you were there first and it's not that loud.*
- (1). *Leave the space without addressing the issue further.*
- (2). *Remind yourself and your friend that the public meditation room is not a private study space and make sure you're only using it for its intended purpose.*
- (3). *Advocate for increased signage about the intended use of the space and information for others that may not understand the need for such a space.*

**Scenario 3:** You have recently begun working in a new office and during your first week you were reminded that hats were not an acceptable part of the organizations dress code. The following week you realize that the one of your coworkers is openly wearing what appears to be a head scarf. Thinking this person may not have been aware of the dress code policy you take it upon yourself to remind them. The coworker thanks you for informing them and informs you that the covering is tied to both cultural and religious beliefs. Feeling as though your Birmingham Barons hat holds a similar significance, you decide to wear it into work and find yourself being reprimanded by direct leadership.

- (0). *File a harassment/discrimination complaint with HR and continue wearing your hat.*
- (1). *Speak with your direct supervisor about your Birmingham Barons hat with the intention of helping them understand the similar significance.*
- (2). *Schedule a meeting with you supervisor and your coworker to gain understanding regarding the cultural significance and history of the covering.*

(3). Research the history of the covering to gain understanding of its significance and then engage in a dialogue with your coworker about what you've learned with the intent to educate others on the history and significance.



**Scenario 4:** Your marketing team has asked you to review this photo and identify any potential areas of concern. What, if any, would you identify?

- (0). There seems to be nothing wrong with this image.
- (1). There are at least 2 instances of potential racial bias represented in the "Not Cool/Cool" scenarios.
- (2). There are at least 5 instances of potential racial/status bias represented in the "Not Cool/Cool" scenarios.
- (3). The "Not Cool/Cool" scenarios may potentially be perceived as insensitive and instead of using images of people, it may be better to replace them with images of animals.



## Professionalism

**Scenario 1:** You were just selected to work in a part-time employment role in the Office of Student Involvement and Leadership. Today is your first day of work, and you want to demonstrate a professional presence in the office. How would you showcase professionalism in this new role?

- (0). You haven't met with your new supervisor yet, so you're unsure what their expectations of "professionalism" are. You would talk with them on the first day to get a better understanding.
- (1). You would show up on time and be dressed appropriately.
- (2). You emailed your supervisor to have a better understanding of their recommendations for workplace attire. You then arrived a little early and tried to dress appropriately.
- (3). During the interview process, you asked the supervisor about appropriate attire and the overall expectations for this role. The night before, you reviewed their website and feel comfortable with the mission and purpose of the office. You'll start your first day by arriving 10 minutes early, dressed appropriately, and with a better understanding of how you can support the office.

**Scenario 2:** It is the end of first semester working for Residence Life as a Resident Assistant. Your supervisor asks you to schedule a time to meet with them to discuss your performance. They share some positive feedback, but they also share some room for improvement. How do you respond?

- (0). You are a little frustrated, because you know you give 100% effort throughout the year. You don't understand why you need to be evaluated when you are working hard.
- (1). You listen to their feedback and try to work on what they've suggested.
- (2). You appreciate their honest feedback and thank them for it. You then ask for time to reflect on what they've shared and ask if you can re-discuss this next week.
- (3). You came prepared to this meeting with a list of challenges and successes that you have had as an RA this year. When they share the positive and negative feedback, you see where that aligns with your previous self-reflection. You welcome the feedback and create a plan you're your supervisor for implementing it into your work the next semester.

**Scenario 3:** While creating a schedule for the upcoming semester, you want to maximize the time you're able to work as well as stay on track with your course load. You realize that one of the classes you need would have you roughly 10 minutes late for your work shift. Punctuality is very important to your supervisor, but you doubt they'll mind you coming in a little late if it's for a class. How would discuss this issue with your supervisor?

- (0). You wouldn't discuss it with your supervisor unless they brought it to you as an issue.
- (1). You would drop the class to make sure that you don't upset your supervisor, but not have a conversation with them.
- (2). You would drop the shift because you are here for an education first, but you would not have a conversation with your supervisor.

(3). *You would set up a time to discuss your situation with your supervisor and use their feedback to determine whether or not you should adjust your work schedule.*

**Scenario 4:** You have been asked to serve on an advisory board for a department and have been told that certain information should not be disclosed with the general public. Most recently you found out that there may be some drastic changes with the dining options on campus and that nothing should be discussed until decisions are final. After the meeting, you hear several students complaining about the options within the Hill Student Center. A student asks for your opinion?

(0). *You openly share information from your advisory board and hope the students don't share.*

(1). *You share some of the information from the advisory board member and don't give specific information.*

(2). *You encourage students to reach out directly to the chair of the advisory board to discuss their concerns.*

(3). *You listen to the concerns that the students express and share those concerns with the advisory board at the next meeting.*