Grant Title: **Accelerated Pathways in Advanced Manufacturing (APAM)**

Author: **Community College of Rhode Island**

Link: http://www.ccri.edu/

Document: _Poised for Success Curriculum_

DOL Disclaimer Statement:

Wondering
WHAT'S NEXT?

Discover your career passions with a
FREE Poised for Success workshop

Get started today!
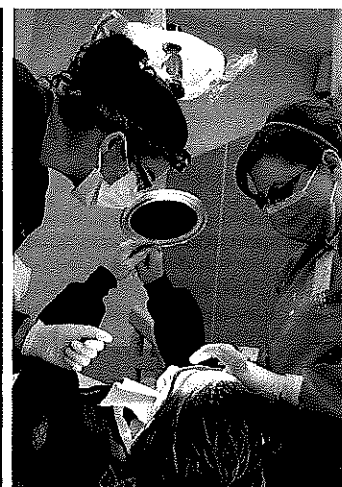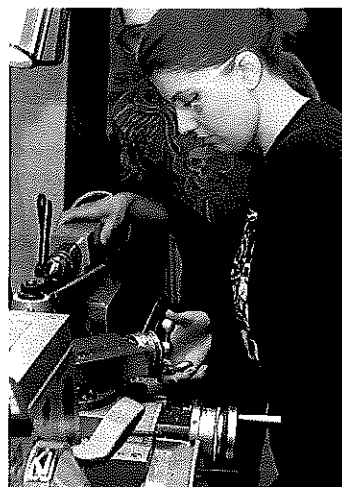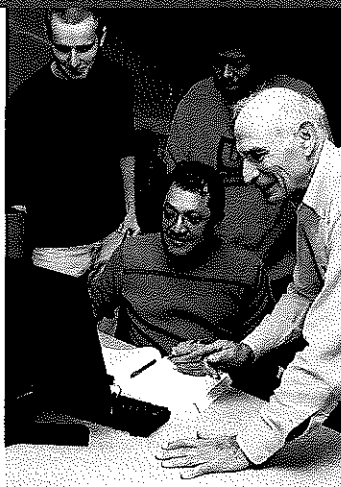
FOR MORE INFORMATION
about the program or to enroll,
please contact one of our career specialists:
Lisa Robichaud, lrobichaud@ccri.edu
Monica Ferris, mferris@ccri.edu

— Classes can be completed online **anytime, anywhere.**

— **One-on-one coaching** is available from career specialists.

— Assess your personal interests, talents and possibilities to develop an
academic plan that will help you secure **a rewarding, challenging career.**

www.ccri.edu/cwce/career/PoisedForSuccess.html

CCri

COMMUNITY COLLEGE OF RHODE ISLAND

Poised for Success Course

Developed under U.S. Department of Labor TAACCCT III grant

➢ A **hybrid course** focused on the exploration of career focus and career development.
➢ **5 phases-** After completion of each phase, student meets with a CCRI Career Advisor to review and discuss progress.

Overview:

Phase I: Understanding Profiles
1. Personal Lifestyle Preferences
   a. Holland Code Basic Personality Survey
   b. Jung Typology Test
   c. Life Values Assessment Test
   d. Prioritizing Life Values Assessment

2. Career Interest Profile
   a. Career Clusters Survey
   b. Career Values Test
   c. O'Net Interest Profiler
   d. Career One-Stop Skilles Profiler
   e. Way To Go RI.org

3. Learning Skills Profile
   a. SCANS Skills Self-Assessment
   b. O'Net Ability Profiler
   c. Accuplacer
   d. What's Your Learning Style?

Phase II: Choosing a Pathway
1. Narrow down career interests
2. Review CCRI offerings
3. Research occupational outlooks

Phase III: Explore Soft Skills
1. Which soft skills do you possess and which do you need to develop?

Phase IV: Building a Portfolio – Goal setting, job shadow, building a resume - Supports career readiness

Phase V: What's Next? Next steps

1) Look at workplace trends
2) Develop strategies for the global workplace

Course conclusion: Student completion survey

Poised for Success Workshop: Activities to Assist Students in Selecting a Career Direction

Overview:

CCRI's *Poised for Success Workshop* is based on the research findings outlined in the March 2014 Report, "Achieving Their Goals: Implementing an Individualized Learning Plan Process to Build Student Success, " published by the University of Illinois at Urbana-Champaign's Office of Community College Research and Leadership.

> The ILP process is student-centered, wherein students take an active role
> In assessing, reflecting on, and planning based on their academic, career,
> and personal goals. The process provides an entry point for students to
> engage with their selected career area. Central to this process is a
> customized dynamic ILP that reflects students and their learning environment.
> This plan is a living document that captures students' activities as they progress
> through their education and into the workforce. To be optimally effective ILPs need
> to be reviewed and referenced frequently, particularly should the student's career
> interests change....Information captured in the ILP should always reflect students'
> current goals and interests. Responsibility for completing and updating the ILP should
> be as student-directed as possible given the student's abilities, with staff playing
> an increasingly supportive role in the process.[12]

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[1] Fox, Heather L (2014). *Achieving Their Goals: Implementing an Individualized Learning Plan Process to Build Student Success.* Champaign, IL: Office of Community College Research and Leadership, University of Illinois at Urbana-Champaign, p. 6

Model for *Poised for Success* Workshop

CCRI's New *Poised for Success Workshop*:   Using the research from the University of Illinois as a guide, CCRI's newly developed *Poised for Success Workshop* serves as a key linchpin for college students who begin their post-secondary career <u>without</u> a clear understanding of one or more of the critical elements that are essential in selecting a career pathway. As students gain a sharper understanding of the critical elements, it will help them maximize the opportunities available to them and that are within their reach given their current personal goals and constraints. The process of using self-knowledge in the areas of academic and personal skills combined with the interactive dimensions of personal interests, strengths, and challenges to inform decisions is a complex endeavor. Coalescing all of this information into some type of *personal GPS* serves as a resource for helping students map a course of study within a higher education setting. Many first-generation college students have little or no understanding of how colleges are organized, nor are they able to discern any connection between the available programs of study and career pathways. Even if students have a leg up on some of this information, they are still often at a loss and confused about how to navigate programs of study and the length of time it might them to complete the required coursework.

Initially, the Workshop will be offered in a non-credit, on-line/hybrid format. Many of the activities can be completed online; however, on-campus workshops related to each Phase of the process will be offered in a variety of time slots to support students during the process. Students will be asked to meet with one of the Career Specialists funded by the TAACCCT-3 monies at the completion of each Phase and

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before proceeding to the next Phase. Additional access to the Career Specialists will be available as time permits.

Upon completion of this Workshop, a student will have achieved the following Student Learning Outcomes (SLOs):

- **Completed inventories that provide information regarding one's skill levels, lifestyle factors, and potential career preferences**
- **Selected 2-3 Career Cluster Pathways of interest**
- **Gained additional first-hand information about their selected Career Pathways**
- **Possibly selected a specific Certificate or Program of Study to pursue**
- **Created a portfolio that includes information on their goals, what competencies they need to achieve their career goal, progress toward achieving the identified competencies, and projected timeline for completing each component of their portfolio over the next 3-5 years**
- **Consulted with a Career Specialist to review relevance and usefulness of information contained in the Summary Reflections**

With so many students enrolled in General Studies at CCRI – approximately 10,000 students - who may also be seeking career direction, consideration was given to how to develop a cost-effective way to support students' searching for a career pathway. The Workshop consists of Five Phases (I-V), and a brief survey at the beginning of the series offers participants the option to complete a shorter version (Phases I & II) – designed for participants who have an emerging sense of career interests – and the complete version (Phases I – V) for participants who are just beginning their search for a career pathway.

Adaptation of ILP Model within CCRI

Phases/Stages of Developing the ILP:

While the Phases are reviewed in an outline format, they are not necessarily linear as students may move back and forth between the various activities as each activity builds on other activities.

Phase I: Introduction: Assessing Where You Are

Exploration activities are focused on promoting building self-awareness, beginning with determining one's lifestyle preferences. A series of career exploration tools provide assistance in refining the types of work-related activities that one enjoys or naturally gravitates to. A variety of activities helps participants identify and assess the "learning tools" – a more adult-friendly term perhaps than one's reading, writing, and math levels – that one has available to pursue post-secondary education. Finally, a summary reflection exercise assists participants in honing in on key information that may be relevant for them in selecting a career pathway. There are four major elements in this phase:

a) <u>Personal Lifestyle Preference Profile</u>: Students may select from a variety of resources to help them articulate their goals/preferences for work-place settings and working conditions, earning potential, opportunities for advancement, etc. In addition they are asked to think about how much time they feel they have to devote to their education.

b) <u>Career exploration</u>: Students investigate a variety of career interests and are provided guidance toward the identification of a career cluster that they wish to explore in more depth.

Exploration is viewed as an iterative process throughout this workshop, and as students are exposed to new experiences and information, their reflection activities may lead them to modify their original selection of a career cluster or it may help them narrow their interest within a particular cluster. (Career clusters are organized using the U of I model that has been adapted to reflect CCRI's Programs of Study. See attached.)

c) Learning Tools: This section provides participants with the opportunity to assess the current "learning tools" they have available in their backpacks to help them acquire new learning. In addition, there is one required assessment that will give them some rough estimates of their current skills in reading, writing, and applied math.

d) Reflection: A key step to this process yielding successful outcomes for participants stresses the importance of engaging participants in making decisions about the direction of their lives. Within the *Poised for Success Workshop*, students will meet with their Career Advisor to review their work near the end of each Phase before moving on to the next Phase. These meetings offer the students an opportunity to receive feedback, ask questions, and seek assistance as they prepare to move to the next Phase.

The Career Specialists will also provide participants with feedback regarding their readiness to move to the next Phase.

Phase Two: Exploring Career Pathways

Activities in this phase build students' understanding of their program of choice and the foundational skills needed to be successful in that program. There are three major elements in this phase:

a. Career cluster: Based on the exploration actions complete in Phase One, students select up to 3 career clusters to pursue. A series of activities to help students eliminate clusters that they are pretty certain they are not interested in will help reduce the six existing clusters to a more manageable number. Note, the purpose of this selection is not to limit the students' prospects but to provide them a focus for their academic activities. Selection of a career cluster is not final.

b. Career experience: identifying opportunities to explore early career experiences, including such activities as interviewing individuals they know working in a particular career, job shadowing, internships, externships, industry mentoring, workplace learning projects/courses, and part-time or summer employment in their chosen career cluster and program of study. Students with prior work experience – even if part-time – can draw on those experiences to sharpen their understanding of what type of work they enjoy.

c. Customized course plan: Once the career cluster is selected, the next step is to create a customized course map that maximizes the academic opportunities available to students to build skills and knowledge in their career cluster of choice. Note, this planning should likely take into consideration the amount of time, resources, and personal obligations within students' lives.

Phase Three: Assessing "Soft Skills"

Activities in this Phase are designed to assist students in acquiring a more in-depth understanding of their level of proficiency of the "soft skills" that are highly correlated with working in the career cluster they have chosen. Once students have identified and assessed their level of preparedness to demonstrate the prerequisite "soft skills," they will be asked to complete a reflection and planning sheet

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that delineates the resources they've chosen to use as a way of strengthening or advancing their current levels of proficiency. The final component of this Phase is completion of the Learning Activities.

a) Complete Skill Assessments: In addition to completing a series of self-assessments and participatory exercises, students will be asked to complete a portfolio activity that includes examples of how and in what context they have previously demonstrated the body of "soft" skills germane to their program or career interests (Note: We may be able to use some of the information from Burning Glass to help students understand some of the specific skills that employers expect them to have in order to be successful on the job)

b) Compile results and prioritize focus areas for further skill development: Students complete a set of written exercises that asked them to identify examples that illustrate mastery of specific skills as well as to identify which of the soft skills they could benefit from learning more about

c) Select Learning Activities to strengthen skill development: Complete On-the-Job or Experiential Reflection Activities that demonstrate increasing awareness of the role of the "soft skills" in job performance

Phase Four: Building a Portfolio

Activities in this phase are designed to help students record or track their progress in acquiring the skills they need for their educational, career pathway. We could create different models for students to choose from. For example, students could create a list of the competencies that are required for their career and they could then use them as areas to record their progress toward acquiring those skills; e.g., knowledge and skills acquired through course completion, work or volunteer experience, etc.

Choosing/creating a model to record portfolio development: Sample templates for constructing a learning portfolio are provided for students to follow while inviting them to adapt to their own style.

Reflection Activities: Students are directed to analyze their current skills sets compared with their career pathway selections. In addition, they are asked to outline the self-identified next steps that will assist them in making progress towards acquiring the articulated skills necessary for entry and success in their chosen career pathway.

Resources for Building a Resume: There are probably many online exercises to assist students in building a resume. We could supplement these online resources with a selection of on campus workshops. The goal would be to have students upon completion of this course to have a working resume that they could continuously update

Phase Five: Planning for *What's Next: Acquiring Resiliency in a Global Market*

Activities in this Phase are designed to assist students in developing a greater awareness that in order to acquire resiliency in current (and likely future) Global Markets, one has to be attentive to the emerging skills that are necessary to remain current and marketable. A good example is how technology is and has drastically changing our lives.

Reflecting on changes: Activities for this Phase could include having students read articles on changes in the workplace over the last 10-15 years and then asking them to complete reflection exercises. We could also ask them to interview a family member or friend who has experienced some job or career impact resulting from changes in the marketplace.

Outlining key components that are essential for remaining resilient: There are a number of activities that we could ask students to complete to get at this. For example, we could ask them to update what their resume might look like in five years to ensure that they were continuing to build their skill repertoire.

**COMMUNITY COLLEGE
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🏠　Overview

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Overview

Welcome

Welcome to the Community College of Rhode Island's **Poised for Success** workshop. Career development is a lifelong process that at its best includes weighing your personal lifestyle preferences, interests, and goals. In order to assist you with your exploration of career, skill, and lifestyle preferences we have provided you with directions to help you feel confident as your begin your journey. Based on your assessments and new knowledge of career possibilities presented, you can select areas of study and develop a career plan that will lead you to career-focused decisions. We encourage you to explore the options, information and resources presented in a hybrid format that combines on-line learning activities in phases that are supported by meetings with CCRI's Career Specialists.

Discovering a career focus isn't an easy task for most people whether they are just beginning a career or changing focus to a completely different career field. In order to assist with your successful completion of the Poised for Success workshop, you must first decide "where you land" in relation to your career expectations and your current ability to focus-in on an occupational field.

Where do I land?

Discovering a career focus isn't an easy task for most people whether they are just beginning a career or changing focus to a completely different career field. In order to assist with your successful completion of the **Poised for Success** workshop, you must first decide *"where you land"* in relation to your career expectations and your current ability to focus-in on an occupational field.

Answer **yes** or **no** to each of the five questions below:

- Have you always known, "What you wanted to be when you grew up?"
- Do you know what types of activities you enjoy engaging in and how those activites/skills can translate into a career?
- Do you know how to achieve employment in a chosen career path?
- Do you have an understanding of what you want and need from a career?
- Do you have a vision of where your career will be in five years?

If you have answered YES to any three of the questions above, you would be best served by completing Level I of the workshop that includes **Phases I and II.**

If you have answered NO to any three of the questions above, you would be best served by

completing Level II of the workshop that includes **Phases I through V.**

Learn what's linked in the menu at the left.....

Rhode Map/Guide

The Guide consists of an outline of the topics covered in each phase of the **Poised for Success** workshop. Topics include a Rhode Map to guide you through the process, as well as information about Blackboard™ and the technology requirements and computer skills necessary for completing the workshop. Additional instructions are provided to assist you with attaching files and managing your time for successful completion of the workshop.

Frequently Asked Questions (FAQ)

If you have a question about the online **Poised for Success** workshop check here to see if your question is answered. If your question is not answered here please contact a CCRI Career Specialist by calling 401- 825-2301.

Phase I - Understanding Your Profiles

Phase I includes creating your Personal Lifestyle Preferences Profile, Career Interests Profile and Learning Skills Profile, as well as an explanation on how to complete the **Phase I** worksheet.

Phase II - Choosing Education Pathway Clusters

Phase II includes activities to assist you in narrowing down your career interest as you take a closer look at the career fields and industries that you would like to focus on, and research program options CCRI has to offer, while recording your findings for future reference.

Phase III - Exploring the Soft Skills

Phase III includes activities that will assist you in learning more about which 'soft skills' you currently possess and those that you will need to develop in order to be successful.

Phase IV - Building Your Portfolio

Phase IV includes activities designed to build a portfolio and support career readiness through goal setting, job shadowing and resume creation (optional).

Phase V - Planning for What's Next

The final phase includes an introduction to activities to guide you in planning for 'your next steps' in acquiring resiliency and developing strategies to keep up with the rapid changes in the global marketplace.

Learning Outcomes

Upon completion of the **Poised for Success** workshop you will:

Levels I & II

- Gain greater clarity about your personal lifestyle preferences, career interests, and skills related to learning new information
- Explore career options using the information gained in the completed inventories assessing personal lifestyle preferences, career interests and learning tools
- Identify strengths as well as areas that may require additional development to pursue your career goals – including technical as well as soft skills
- Conduct research on CCRI's Education Pathway Clusters
- Select potential Pathway Clusters of greatest interest

Level II

- Develop a portfolio/educational plan of action to achieve your career goals
- Participate in job-related experiences connected to your areas of interest
- Conduct career-related interviews
- Construct a resume (optional)
- Learn about professional certifications/associations, etc.
- Develop strategies for keeping abreast with marketplace strategies
- Engage in ongoing cycle of setting goals, evaluation options, identifying needs and taking action to meet those needs

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🏠 **Rhode Map/Guide**

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Rhode Map/Guide

Rhode Map

Please print the checklist and use it as a reference to guide you through the completion of this *Poised for Success* workshop.

Printable version Poised for Success Rhode Map

Read the *Poised for Success* workshop "Overview"

- o Welcome
- o Where do I land?
- o Learn what's linked
- o Review FAQ/ Guidelines
- o Review Learning Outcomes

Phase I: - Understanding Your Profiles
Read the Introduction

Download and print the **Phase I** worksheet.

- o **Activity A: Personal Lifestyle Preferences Profile**
  - Read the introduction
  - Complete Poised for **Success Personal Preferences Profile** document- REQUIRED- save results
  - Complete 2 additional Personal Lifestyle Preferences Assessments – save results
  - Complete Personal Lifestyle Preference Profile section of **Phase I** worksheet (1st 2 pages)
- o **Activity B: Career Interests Profile**
  - Read the introduction
  - Complete 3 Career Interests Assessments – save results
  - Complete Career Interests Profile section of **Phase I** worksheet (next 2 pages of worksheet)
- o **Activity C: Learning Tools Profile**
  - Read the introduction
  - Complete **SCANS Skills Self-Assessment**- save results
  - Complete **O*NET™ Ability Profiler** – save results
  - Complete at least 1 other Learning Tools Assessment – save results
  - Complete Learning Skills Profile section of **Phase I** worksheet (next 2 pages of worksheet)
- o *Completion of Phase I*
  - o NEXT STEP: Make first appointment with a CCRI Career Specialist
    - Lisa Robichaud   Email: lrobichaud@ccri.edu   Phone:

401-825-2301
- Monica Ferris   Email: mferris@ccri.edu   Phone:
401-825-2301

Phase II - Choosing Education Pathways Clusters

Read the Introduction

Download and print the (or save) the **Phase II** worksheet (8 pages) & **CCRI Education Pathway Clusters graphic** (1 page)

- Download and print (or save) **CCRI Education Pathway Clusters graphic** (1 page)
- **Activity A: Education Pathway Clusters**
  - Eliminate clusters & provide rationale
- **Activity B: Prioritize Education Pathway Clusters**
  - Write rationale for remaining clusters & rank order
- **Activity C: Link Pathway Clusters with CCRI's Programs**
  - Review CCRI clusters/programs of study and take notes on worksheet
- **Activity D: Career Research**
  - Research occupations
  - Attach 2 copies of the job postings to this worksheet
- **Activity E: Career Outlook**
  - Research career title #1
  - Research career title #2
- **Activity F: Career Interview**
  - Complete informational interview
  - Attach interview notes to worksheet
- **Activity G: Summary**
  - Compare results from **Phase I** worksheet to your findings in the **Phase II** worksheet.
- *Completion of Phase II*
  - NEXT STEP: Make second appointment with a CCRI Career Specialist
    - Lisa Robichaud   Email: lrobichaud@ccri.edu   Phone:
      401-825-2301
    - Monica Ferris   Email: mferris@ccri.edu   Phone:
      401-825-2301

Phase III - Exploring the Soft Skills

Read the Introduction

Download & print **Phase III** worksheet (8 pages)

- **Activity A: Exploring the Soft Skills**
  - Review video - Communication; Define, rate, provide example
  - Review video -- Problem Solving: Define, rate, provide explanation
  - Review video – Attitude: Define, rate, provide explanation
  - Review video – Professionalism: Define, rate, provide explanation
  - Review video – Teamwork: Define, rate, provide explanation
  - Review video – Networking: Define, rate, provide explanation
- **Activity B: Matching Soft Skills to Occupations**
  - Complete List 1
  - Complete List 2
  - Complete List 3
  - Write a brief summary
- Attend informational session 1 (optional) & complete **Activity C**
- Attend informational session 2 (optional) & complete **Activity D**
- *Completion of Phase III*

- NEXT STEP: Make third appointment with a CCRI Career Specialist
  - Lisa Robichaud   Email: lrobichaud@ccri.edu   401-825-2301
  - Monica Ferris   Email: mferris@ccri.edu   401-825-2301

Phase IV - Building Your Portfolio

Read the Introduction

Download & print the **Phase IV** worksheet (6 pages)

- Create a folder on your computer or thumb drive titled: **'Poised for Success Portfolio"**
- Create a Table of Contents document to include in that folder
- **Activity A: Career Pathways & Goals**
  - List career pathway
  - List updated career goals
- **Activity B: Chart: Required Career Competencies & Progress Toward**
  - Complete the Career Competencies & Progress Chart (information should be added as your progress to your goals)
  - **Activity C: Coursework, Recommendations, Awards, honors**
    - List items as required C1, C2, C3
  - **Activity D: Job Shadow**
    - Contact job shadow professiona
    - Schedule job shadow experience
    - Complete job shadow experience
    - Complete **Activity D** section on **Phase IV** worksheet
    - Complete two page summary of job shadow experience
    - Attach summary to worksheet
- **Activity F: Building our Resume (optional)**
- *Completion of Phase IV*
  - NEXT STEP: Make fourth appointment with a CCRI Career Specialist
    - Lisa Robichaud   Email: lrobichaud@ccri.edu   Phone: 401-825-2301
    - Monica Ferris   Email: mferris@ccri.edu   Phone: 401-825-2301

Phase V - Planning for What's Next

Read the Introduction

Download and print the **Phase V** worksheet (5 pages)

- **Activity A: Articles Pertaining to Workplace Trends & Opportunities**
  - Articles Pertaining to Workplace Trends & Opportunities
  - Read 2 articles & complete listing of facts/items
- **Activity B: Job Transitioning Interview**
  - Complete interview
  - Write summary
- **Activity C: Keeping Up with Trends**
  - Review resources
  - Identify 3 resources, describe each and write about usefulness
- **Activity D: Where Will you be in Five Years?**
- *Completion of Phase V*
  - SUMMARY: Make fifth appointment with one of the College's Career Specialists:

- Lisa Robichaud   Email: lrobichaud@ccri.edu   Phone:
  401-825-2301
- Monica Ferris   Email: mferris@ccri.edu   Phone:
  401-825-2301

The **Poised for Success** workshop can be stopped and started at any time. You must complete each Phase in the order presented in order to progress to the next phase. See **FAQ / Guidelines** page for more specific time line information.

Blackboard™

Blackboard™ is your online individual classroom where your coursework will be accomplished.

Because Blackboard™ uses your browser, you should first check that you have both a Blackboard supported browser and operating system. See Blackboard 9.1 supported browsers and operating systems page: http:www.ccri.edu/it/cit/blackboard/computer-browser-plugin-requirements.html   If you do not know your browser and operating system version, there is a link on this page to check the version of the browser you are using.

Attaching Files

Please watch the three-minute video below (or read the text file) to learn how to attach files to assignments or posts.

Video: Coming soon

Text: Attaching Files.pdf

Time Management

You will complete most of the Poised for Success coursework online and will have to travel to campus to meet with your Career Specialist several times throughout the process. You will have activities online that are equivalent to on-campus time, such as completion of self assessments, presentations to watch, interviews to conduct, job shadowing or reflections to complete.

The following four-and-a-half-minute video covers time-management strategies to help you stay organized and to keep you from falling behind in your online course. You may watch the video or read the text if you prefer.

Video: Coming soon

Text: Time Management Strategies.pdf

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FAQ / Guidelines

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FAQ / Guidelines

FAQ / Technical Guidelines

Q: What is the difference between Level I and Level II of the *Poised for Success* workshop?

A: The *Poised for Success* workshop is a self-paced hybrid module that allows you to work at your own pace. You will need to possess good time management skills and be focused on the workshop. Level I consists of Phases I and II and is appropriate for someone who already has a clear sense of his/her career fields of interest. Level II consists of Phases 1 through V and is designed for the individual who is beginning to sort out his/her career interests.

Depending on the time that you devote to the workshop each day, you should be able to complete Phases I and II within 2-3 days if you devote 7-8 hours each day. The first two Phases provide you with the information you need to select a broad area of interest, such as Business, Science, Computer Studies, etc.

Phases III-V offer you a series of activities that allow you check out your findings from Phases I-II through connecting with individuals working in your area(s) of interest. Whatever approach you select, you should budget your time so that you can maintain sufficient momentum to make the best use of the information that you are compiling from each phase. The goal is to complete all of the activities within Level II within two months.

Q: Will I receive a grade or credit for successful completion of the Poised for Success workshop?

A: The workshop was designed as a pathway to assist students in obtaining a clearer picture of their preferences, skills and abilities regarding a career choice. Currently, participants do not receive a grade or credit. Participants that successfully complete the workshop will be awarded a *Poised for Success* Certificate of Completion which can be noted on a resume.

Students who have a focus on where they would like their career path to lead may be best served by defining their interests through the completion of Phases I and II. Upon successful completion, and approval of a Career Specialist, these students will be awarded a certificate indicating completion of Phase I & II. (See question above for completion timeline.)

Students who require additional exploration in search of a career path will complete Phases I through V. Upon successful completion, and approval of a Career Specialist, these students will be awaded a certificate indicating completion of Phases I through V. (See question above for completion timeline.)

Q: What designates "successful completion" of the workshop phases in order to receive a certificate of completion?

A: A student will be designated as successfully completing Phases I and II and/or Phases I through V upon completion and submission of work for all activities and worksheets within the assigned phases, along with the signed approval of a CCRI Career Specialist for each phase completed.

Q: I have a question about one of the workshop activites. Who do I contact?

A: Contact one of the Career Specialists. contact info below.

Q: Where should I turn if I need academic support?

A: A CCRI student can contact CCRI Support Services for assistance with advising, resources, registration, the Success Center, tutoring, financial aid, and course information.

Q: How do I communicate effectively online?

A: 1. Research before you react.
   2. Follow 'the five c's' and be: Complete, Concise, Clear, Considerate, and Correct.
   3. Proofread before sending or posting.
   4. Find a tone for your writing that lets you sound like yourself.

Q: I have a disability (physical, emotional, and/or learning). Are accommodations available?

A: Yes. You will need to request accommodations, just as you do for an on-campus course. Visit the Disability Services for Students website (http://www.ccri.edu/dss/) for more informatio

Q: How do I contact a Career Specialist?

A: You can look up the **Career Specialists'** (Lisa Robichaud, Monica Ferris) contact informati using one of the directories available on the CCRI website, (http://www.ccri.edu /directories.html)
or you can communicate with the **Career Specialist** through email. *The prefered method of communication is by email.*

Lisa Robichaud, CCRI Career Specialist   Email: lrobichaud@ccri.edu

Monica Ferris, CCRI I Career Specialist   Email: mferris@ccri.edu

You can always call a **Career Specialist** at her office 401-825-2301.

Technical Guidelines

Q: What hardware and software do I need to take an online class?

A: This page on CCRI's IT website tells you the minimum hardware and software requirements to use Blackboard:
http://www.ccri.edu/it/blackboard/computer-browser-plugin-requirements.html

Q: What computer skills do I need to take an online class?

A: You should know how to:

- Use an internet browser (such as Firefox, Internet Explorer, Safari, or Chrome)

- Access coursework in Blackboard
- Use a text editor or word processor
- Create a folder on your computer or thumb drive where you can store coursework
- Use email, including attaching documents to email (see instructions below)
- Contact the IT service desk should any problems arise (401) 825-1122

Q: I need technology help. Who do I call?

A: Contact the IT service desk (401-825-1112) (http://www.ccri.edu/it/helpdesk/).

Q: My email / myCCRI account isn't working correctly. Who can I call?

A: Contact the IT service desk (401-825-1112) (http://www.ccri.edu/it/helpdesk/).

Q: Is there any way to know when systems are going to go down?

A: Usually. IT maintains a system status page that will keep you informed of planned system downtime. Click on the following link to access the system status page: http://webfor.ccri.edu/systemstatus/systemstatus.cfm?StartRow=1&endrow=5 However, it's important to understar that sometimes emergencies happen that are beyond our control. It's therefore a good idea to always have a back-up plan.

Blackboard™

Blackboard™ is your online individual classroom where your coursework will be accomplished.

Because Blackboard™ uses your browser, you should first check that you have both a Blackboard supported browser and operating system. See Blackboard 9.1 supported browsers and operating systems page: http:www.ccri.edu/it/cit/blackboard/computer-browser-plugin-requirements.html.

Q: My computer crashed, and I've lost my work in Blackboard. What do I do?

A: That's not good. Ideally you had created most of your work outside of Blackboard™ (for example, in a word processor), and were only pasting it in. Restart your computer and browser and try again. You should contact the CCRI service desk (401-825-1112) to report the problem and for advice on recovering your lost work, and also to let your Career Specialist know there was a problem.

In the future, run the browser check at the beginning of the semester and also if there are changes to your computer. This will ensure your browser is compatible with Blackboard™. Follow the advice from the browser check page to change browser settings and install plug-ins as needed. Then, do as much work as possible outside of Blackboard™ and paste it in. For example consider typing your responses in a Word document which you can later cut and paste into your work.

Q: I'm having a problem with Blackboard™. Who can I call?

A: You should make a note of the system and browser that you're using. If you made any changes prior to the problem, it will be helpful to note them (for example, a browser or system upgrade or new hardware). Then contact the IT service desk (401-825-1112)

(http://www.ccri.edu/it/helpdesk/).

Attaching Files

Please watch the three-minute video below (or read the text file) to learn how to attach files to assignments or posts.

Video: Coming soon

Text: Attaching Files.pdf

Time Management

You will complete most of the Poised for Success work online and will have to travel to campus to meet with a Career Specialist several times throughout the process. You will have activities online that are equivalent to on-campus time, such as completion of self-assessments, presentations to watch, interviews to conduct, job shadowing or reflections to complete.

The following four-and-a-half-minute video covers time-management strategies to help you stay organized and to keep you from falling behind in your online course. You may watch the video or read the text if you prefer.

Video: Coming soon

Text: Time Management Strategies.pdf

**COMMUNITY COLLEGE
OF RHODE ISLAND**

myB   Cathy Livingston   **3**

🏠   Phase I

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Phase I

Phase I - Understanding Your Profiles

Introduction

Whether you're deciding on your first career or wanting to switch career paths, a number of factors can affect your decision. The purpose of the *Poised for Success* workshop is to support you as you begin exploring and understanding potential career paths. This workshop will provide guidance for decision-making and information gathering about careers, work, academic courses and your personal goals. Gaining a direction and sharpening your focus will assist you in taking stock of your situation and figuring out where you currently are and where you'd like to be in the future. Phase I begins with **three Activities:**

> **Activity A:** Personal Lifestyle Preferences Profile
>
> **Activity B:** Career Interests Profile
>
> **Activity C:** Learning Tools Profile (or skills)

After completing each activity in **Phase I** you will finish a portion of the **Phase I** worksheet.

Download and print the **Phase I** worksheet

You will find that taking the time up front to weigh key factors about careers can pay huge dividends when it comes time to conduct a job search and transition to employment.

Next Step

You will find that taking the time up front to weigh key factors about careers can pay huge dividends when it comes time to conduct a job search and transition to employment.

Gaining a direction and sharpening your focus will assist you in taking stock of your situation and figuring out where you currently are and where you would like to be in the future. You will find that investing your time up front to weigh key factors about careers will be very helpful to you in the future when it comes time to conduct a job search and transition to employment.

To understand who you are, what makes you tick, and what you want out of life, you have the opportunity to utilize a variety of assessment tools. Keep in mind: There are NO right or wrong answers!

Activity A: Personal Lifestyle Preferences Profile

Introduction

In this section, you will think about and reflect on your lifestyle and personal preferences in order to make you more aware of your options for career paths. For example, if being physically active at work is important to you, you would likely be unhappy sitting at a desk all day.

Completing the Personal Lifestyle Preferences assessments will help you to identify: How much time do you have to devote to academics/training and achieving your career goal? Are there any obstacles that you will need to overcome in order to achieve your goal? What salary range will you require from a career? Where do you see yourself in the future? What is your timeline for achieving your career goal?

(STEP 1-Click on PERSONAL LIFESTYLE PREFERENCE PROFILE above to access assessments.)

Activity B: Career Interests Profile

Introduction

In this section, you will investigate career exploration. Understanding interest areas can help you think about the types of work-related activities you might find enjoyable. Occupations that fit your interests are likely to be the most rewarding for you. Deciding on a career that suits your interests should always be a top consideration, and balancing your interests with your Personal Lifestyle Preferences will help you make choices that address multiple dimensions of your life.

Completing the Career Interests assessments will help you to identify: What kinds of activities do you like? What types of work do you enjoy? What subjects do you enjoy studying? What kind of people do you enjoy being around? Your interests are those things that grab your curiosity. They are the sum of your preferences that give definition to who you are.

(STEP 2-Click on CAREER INTERESTS PROFILE above to access assessments.)

Activity C: Learning Tools Profile

Introduction

In this section, you will examine your current work-related and academic skills which may impact your decision-making process. Skills refer to general talents/ strengths or specific knowledge / abilities acquired through life experiences, prior work and training. You could pursue a career for which a degree is required or you may be interested in a career requiring a relatively short period of technical training. You are the best judge of your skills. Consider the skills which have contributed to your successes and you will likely notice areas in which you excel.

Think of your skills as "Learning Tools;" your skills are what help you continue to learn and

develop. Adults continue to participate in lifelong learning activities as a way of expanding their current skills and opening new pathways in their lives.

Completing the Learning Tools assessments will help you to identify: What career areas are a good fit for your current skills? On what duties/responsibilities do your stronger skills tend to focus? What academic areas do you excel in, and what areas might require improvement if you want to expand your career readiness?

(STEP 3-Click on LEARNING TOOLS PROFILE above to access assessments.)

Next Step & Contacts

Congratulations! Once you reach this point, you have completed **Phase I** of the workshop.

Given your personal current life circumstances, questions that may be important for you to answer are:

- "How much time do I have now to devote to academics/training and achieving my career goal?"
- "Do I need to begin earning a certain salary in the next year?"
- "Am I in a situation where I can devote the next two years to getting an Associate Degree?"
- "Are there any obstacles that will need to overcome in order to achieve my goal?"

Remember, there is no one perfect choice for you. Ultimately your career choice will involve a complex evaluation of many personal factors. Take what you learn about yourself through this workshop and piece it together with the reality of the work world. Upon completion of the Poised for Success workshop you will have evaluated career options that are practical for you.

As you completed the required number of instruments within each of the three sections, you compiled your results in the appropriate sections of the **Phase I** worksheet. Now that you have all of the information from each section recorded in one place, you are ready to schedule a meeting with one of CCRI's Career Specialists.

- Lisa Robichaud Email: lrobichaud@ccri.edu Phone:
  401-825-2301
- Monica Ferris Email: mferris@ccri.edu Phone:
  401-825-2301

CCi

Poised for Success workshop
Phase I Worksheet
Understanding Your Profiles

Name: _____

You will need to:

- ▪ Read the Introduction
- ▪ Download and print the **Phase I** worksheet.

- ● **Complete 3** of the assessments contained within this section. One of these 3 **must be** the *CCRI Poised for Success Personal Lifestyle Preferences Profile* assessment document.
- ● **Print or save** the results from each assessment you complete as a resource to use in compiling your findings for the completion of this Phase I worksheet.
- ● Place a check next to each assessment you completed and have printed or saved results for:

  - o □ CCRI **Poised for Success** Personal Lifestyle Preferences Profile (**Required** for everyone)
  - o □ Holland Code Basic Personality Survey
  - o □ Prioritizing Life Values Assessment
  - o □ Life Values Self-Assessment Test
  - o □ Jung Typology Test™

Identify 2-3 results that you think really capture you! For example, "I like working in a fast-paced environment that presents new challenges each day, so I was not surprised that this theme showed up in my results."

1._____
_____
_____
2._____
_____
_____
3._____
_____
_____

1

Identify 2-3 results that you were somewhat surprised to see listed as describing you! For example, "One of the assessments revealed I liked working with computers, and I never thought that about myself, but as I thought about it, it made some sense."

1._____
_____

2._____
_____

3._____

Identify 2-3 results that you definitely disagree with as describing you! For example, "One of the instruments indicated I like working outdoors, but I definitely don't enjoy being outside much."

1._____
_____

2._____
_____

3._____

Finally, record what you think are the 2-3 most important findings from this section to keep in mind as you finalize a career direction.

1._____
_____

2._____
_____

3._____
_____

Staple the results of all of your Personal Lifestyle Preference assessments to this worksheet.

Activity B : Career Interests Profile

You will need to:

- **Complete any 3** of the assessments in this section.
- **Print or save** the results from each assessment you complete as a way to compile your findings.
- Place a check next to each assessment you completed and have printed or saved results for:
    - o WaytogoRI.org
    - o Career Clusters Survey
    - o Career Values Test
    - o O*NET Interest Profiler Short Form   o·net·
    - o CareerOne Stop Skills Profiler

Make a list of any terms that showed up in your results that you are not quite sure you fully understand or that you would like to learn more about. "One of my results said I was interested in 'investigative' work. **What does that mean outside of detective work?**"

1._____

_____

2._____

_____

3._____

Identify 2-3 job titles or general career fields that you think you might be interested in learning more about. "I've **always had an interest in what I think are business**-related areas, but I don't know much about **what types of work** that I could pursue in business."

1._____

_____

2._____

_____

3._____

Finally, describe the 2-3 results from this section that you want to review with a CCRI Career Specialist.

1. _____
   _____
   _____
2. _____
   _____
   _____
3. _____

Staple the results of all of your Career Interests assessment tests to this worksheet.

Activity C : Learning Tools Profile

You will need to:
- **Complete 3** of the assessments contained within this section. Two of these must be the SCANS Skills Assessment and the O*NET Ability Profiler ™.
- **Print or save** the results from each assessment you complete as a way to compile your findings.
- Place a check on the Phase I worksheet next to each instrument you completed and have printed or saved results for:
  - □ SCANS Skills Self-Assessment
  - □ O*NET Ability Profiler™- REQUIRED   **o·net**

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  - □ Document Your Skills Worksheet
  - □ What's Your Learning Style?
  - □ Accuplacer

Using the "labels" below, and based on the results of your assessments, complete the following assessment of your Learning Tools in the boxes below.
- **Gold:** Believe that my skills in this area are very strong and they serve me well as I learn new information
- **Silver:** Believe that my skills in this area are strong enough to get me through what I need
- **Bronze:** My skills are okay in this area for most of what I need to learn; in some cases I have to supplement my skills in this area if the information I'm trying to learn is challenging
- **Need more practice:** I definitely feel that I would be greatly served if I could strengthen my skills in this area.
  - o Using my reading skills to learn new information:
  - o Using my math skills to help me understand new information:
  - o Using my writing skills to express myself
  - o Using my critical reasoning skills to problem-solve

Assessment Title: _____

I rate my performance on this assessment as :

☐ Gold   ☐ Silver   ☐ Bronze   ☐ I need more practice

Reason for rating choice:

_____
_____
_____

Assessment Title: _____

I rate my performance on this assessment as :

☐ Gold   ☐ Silver   ☐ Bronze   ☐ I need more practice

Reason for rating choice:

_____
_____
_____

Assessment Title: _____

I rate my performance on this assessment as :

☐ Gold   ☐ Silver   ☐ Bronze   ☐ I need more practice

Reason for rating choice:

_____
_____
_____

Assessment Title: _____

I rate my performance on this assessment as :

☐ Gold   ☐ Silver   ☐ Bronze   ☐ I need more practice

Reason for rating choice:

Staple the results of all of your Learning Tools assessment tests to the worksheet.

Congratulations! Once you reach this point, you have completed **Phase I** of the workshop.

You are now ready to meet with one of CCRI's Career Specialists who will review your **Phase I** worksheet with you, allowing you the opportunity to ask questions and voice what decisions you've made. Here's how you make an appointment with one of the College's Career Specialists:

➢ Lisa Robichaud   Email: lrobichaud@ccri.edu   Phone: 401-825-2301
➢ Monica Ferris   Email: mferris@ccri.edu   Phone: 401-825-2301

COMMUNITY COLLEGE OF RHODE ISLAND

myB Cathy Livingston **3**

🏠   **Phase II**

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Phase II

Phase II - Choosing Education Pathway Clusters

Introduction

As you progress through the **Poised for Success** workshop you will need to take a closer look at the career fields that interest you. You will also want to investigate specifics of the career/ industry to find if it is a suitable match for your lifestyle, skills, and education. In order to obtain a complete picture, **Phase II** of the workshop focuses on in-depth research of your chosen career field(s).

You will complete and record your findings on the **Phase II** worksheet.

Download and print the **Phase II** worksheet

    Activity A: Education Pathway Clusters

    Activity B: Prioritize Education Pathway Clusters

    Activity C: Link Pathway Clusters to CCRI Programs

    Activity D: Career Research

    Activity E: Career Outlook

    Activity F: Career Interview

        Next Step

Obtaining the pertinent information will most likely require a commitment of time and concentration, but it will be worth your effort in the long run in order to gain a greater understanding of possible career pathways that interest you.

Activity A:Education Pathway Clusters

Now, it's time for you to trust your instincts, take a leap of faith, and eliminate 2-3 of CCRI's Education Pathway Clusters.

Please print the CCRI Education Pathway Clusters graphic.pdf

Keep in mind that there is little risk for you to do so, as YOU CAN ALWAYS REVISIT YOUR DECISION AND CHANGE YOUR MIND. The value in taking this first step is that it allows you to begin narrowing your focus so that you can concentrate on fewer options at once.

Using the **Activity A:** Education Pathway Clusters worksheet, complete the following short exercise before moving on to **Activity B:**

- Which of the Education Pathway Clusters are you comfortable eliminating at this point? (If you're comfortable eliminating more than 2 or 3 at this time, please do so.) Place a check mark or "X" in the boxes that **you are eliminating.**

  ☐　　　General Studies/Liberal Arts Education

  ☐　　　Technology, Engineering & Sciences Education

  ☐　　　Health Sciences Education

  ☐　　　Fine Arts Education

  ☐　　　Business, Administration and Legal Education

  ☐　　　Family and Consumer Sciences Education

- Great, now that you have eliminated several Education Pathway Clusters, write a brief description or rationale for why you have chosen not to consider a particular Pathway Cluster at this time. Your rationale does not have to be anything fancy; instead, it should reflect your "gut" or honest reaction. For example, "I eliminated the Health Sciences Education Cluster as I don't like the thought of working in hospitals or with people that are sick. Someone needs to do that, but I don't think it fits me well." Or something like this, "I eliminated Liberal Arts based on my family responsibilities. While I enjoy literature and science, I think it's better for me to think about what type of job a program would lead me to."

Activity B: Prioritize Education Pathway Clusters

Using the Activity B section begin this process by listing the 2-3 Education Pathway Clusters that you selected to explore in more depth. If you have more than 2-3 Pathway Clusters, that is fine.

For each of the Pathway Clusters you listed, write a sentence or two that addresses any or all of the following questions:

- What attracts you to a particular Pathway Cluster? (It's often recommended that in answering questions that are asking you to tune into what you're thinking or feeling, the best response is the one that comes to you most quickly. Your answer doesn't have to be elegant or fancy, something like the following statements serve as a good examples. "I had a part-time job in a hardware store when I was in high school, and I enjoyed helping customers find what they needed to completed home repair projects." "My sister went through a lot of physical therapy after breaking her leg skiing, and I enjoyed watching the Physical Therapist Assistant help her get better.")

- Are you interested in gaining additional information within your selected Pathway

Clusters? What would you like to learn about one or more of them? Examples of these type of questions include:"What kinds of jobs exist within each pathway?" "Do I need to earn a two-year degree to pursue a job in this Cluster, or could I take some introductory courses and work in the field while I was completing my two-year degree?"

- What kinds of new skills might be required in a Cluster within the next 5-10 years? For example, "If I go into a business field, will I be expected to travel to overseas markets in what people refer to as the global marketplace? " "I'm interested in becoming a dental hygienist, but I'm not very good with computers right now. I noticed when I had my teeth cleaned last that my hygienist used the computer a lot to check on my progress. I guess I'm wondering how much I might have to learn about using computers if I become a hygienist."

The final step in this activity may take a few moments of reflection. Can you "rank order" or "prioritize" the Pathway Clusters on the worksheet according to your curiosity to learn more about them or the strength of your interest? Not to worry, rank ordering your list doesn't commit you to a permanent conclusion. You are free to revise your interests any time, and it is to be expected that as you gain more information about career pathways, your interests may shift and/or you may find that you want to learn more about a Pathway that you didn't think you were interested in in the first place.

Activity C: Link Pathway Clusters with CCRI Programs

The Education Pathway Clusters you have selected and prioritized represent broad areas of career directions and possibilities. Within each Cluster, there are multiple, distinct specialties for you to consider.

Using the CCRI Education Pathway Clusters graphic you printed in **Activity A** as a guide, compare this to your priority rankings in **Activity B**. Next you will investigate CCRI's program offerings in these areas.

Activity C on the worksheet : Each of the six areas listed below contain live links to a description of CCRI's programs for that cluster (click on the cluster title) as well as CCRI's Programs of Study available to you within the Cluster (click on the listings under the cluster title). Under the Cluster which you ranked #1, click on the links to investigate each of CCRI's programs of study (both degrees and certificates) that exist within that Cluster.

Duplicate these instructions for your #2, #3 rankings, etc. Once you view a page, look at the left navigation column to bring to you additional information about that area of study. Please note, some programs are linked to PDF's which do not contain left navigation columns. Go to your rankings on the worksheet located in **Activities B & C** and make notes on each Career Cluster as you investigate it.

General Studies & Liberal Arts Education.pdf

- General Studies
- Liberal Arts

Technology, Engineering & Sciences Education.pdf

- Engineering & Technology
- Computer Sciences
- Sciences
    - Biotechnology
    - Chemical Technology
    - Technical Studies

Health Sciences Education.pdf

- Allied Health
- Dental Health
- Emergency / Disaster Management
- Fire Science
- Nursing
- Rehabilitative Health

Fine Arts Education.pdf

- Art
- Theatre
- Music/Jazz

Business, Adminstration & Legal Education.pdf

- Business
- Criminal Justice & Legal Studies
- Adminstration

Family & Consumer Sciences Education.pdf

- Human Services
- Hospitality

EXAMPLE: As a way of illustrating how to make the best use of the information listed within each of CCRI's programs of study, click on the following link to the College's General Business Program:http://www.ccri.edu/catalog/pdfs/bus-ps/gbus.pdf

This link brings you an overview of the program of study that is contained in the College's current catalog. On this page, you can review the following kinds of information:

- Does the program of study lead to a degree (which degree) or a certificate? Normally degree programs of study require two years of study assuming that one meets all entry requirements, has placed into college-level courses, and that one carries a full-time load each semester. Certificate programs typically require a year or less of study assuming one meets the above listed conditions. If you have acquired knowledge and skills through prior learning, you may qualify to receive credits for your prior learning. Check out CCRI's Prior Learning Assessment webpage.

- The page displays the courses that are required in the program as well as the numbers of credits set aside for "**electives**." **Electives** are courses that one can select according to one's interests, and the number of credits assigned to "**electives**" must be completed for one to meet the required credits for graduation. Required courses consist of specifically named courses (ENGL 1010, ACCT 1010, etc.) that must be completed to obtain the degree.

- Most of the page displays also include a recommended sequence of courses as a way of helping you plan your schedule each semester. You'll find that the recommended course sequencing also helps you take the courses in the order that best prepares you for more advanced learning within the program. For example, in order to enroll in ACCT 1020 – Managerial Accounting required in this program, one must first complete the prerequisite course of ACCT 1010 – Financial Accounting.

In addition to the type of information that is available from the College's catalog, many of CCRI's programs of study also have their own Web page. Click on the following link to learn more about the College's General Business Program:http://www.ccri.edu/businessadmin/

Many of the College's faculty members have created Web pages for their programs of study. These pages – like the following link for General Business – contain additional information about the Program than what is available in the College's catalog. http://webfor.ccri.edu /ccriprog/AllDeptMajors.cfm

Reading through this information will most likely require a commitment of time and concentration, but it will be worth your effort in the long run if you gain a greater understanding of possible career pathways that interest you. Think of your exploration in this way - If you wanted to travel from Providence, Rhode Island to Chicago, Illinois, you could just get into your car and start driving. And, with the GPS systems available to you in your car and on your Smart Phone, you most likely would eventually get there. However, if you took some time to think about your travels before getting into your car, you might have a more pleasant and less aggravating trip.

Read the following suggestions that offer some strategies for making your way through the information available on CCRI's Web pages to learn more about the College's programs of study:

- Begin by reviewing the catalog pages for the programs of study in the Education Pathway that you listed as your #1 area of interest. (Advantage: These descriptions are short and offer consistent information on each page. You may discover that some Programs are of less interest to you than others.)
- Or, you could review the list above that displays the faculty-created web pages for CCRI's programs of study. You are free to follow the links to learn more about specific programs.

Activity D: Career Research

You will need to research occupations within the career cluster(s) you choose. Reliable information about Rhode Island's labor market can be a valuable tool in planning your career. When choosing a career cluster or occupation, it may help to know about the responsibilities, education requirements, logistics, types and number of jobs likely to be available and the wages of workers in those occupations.

Once you have focused in on one or two career clusters or industries you will want to learn about career paths within those industries. To find a job postings for your area of interest go to Rileyguide.com.

In the middle of the page you will see "**JOB LISTINGS**"

- **WHAT:** Type in an occupation title that interests you
- **WHERE:** Type in a state where you would like to work
- Click **FIND JOBS**
- The next screen will display job listings for your chosen occupation in the state identified.

Review several of these and print out 2 listings that you feel best match the qualifications and skills you are aiming for and attach to **Activity D** on the **Phase II** worksheet.

Activity E: Career Outlook

Once you have researched the current opportunities for the career field(s) you have selected, you will want to know information such as: What type of work environment is involved? What is the education requirement? What is an average salary? What are related occupations? In this activity you will report on this information.

Go to the Occupational Outlook Handbook website sponsored by the US Department of Labor.

Locate "Occupation Groups" in the left navigation column.

Click on an occupation in the listing that is in your chosen career cluster(s) of interest or a related career(s).

A window will open with a summary for that occupation. You can click on the title in blue to access further details on each topic.

Access **Activity E** on the **Phase II** worksheet and complete the following in the section provided:

- 2012 Median Pay
- Entry level Education
- On-the-job training required
- "What they do"
- Work Environment
- Job outlook 2012-2022
- Similar Occupations
- Contacts for more information

Activity F: Career Interview

Informational interviewing is a great method for conducting career research to acquire information about a field, industry, or occupation.

Informational interviews are particularly useful when you are not familiar with a career field. You will conduct an informational interview with someone who holds a position in one of the

industries or occupations you have chosen to pursue. Start with your family, friends, and peers. They may know people working in many different industries. Get the word out to as many people as possible that you are looking to talk with people in specific careers. CCRI Career Specialists may be helpful if you are unable to obtain an interview on your own.

Monica Ferris   Email: mferris@ccri.edu   Phone: 401-825-2301

Lisa Robichaud   Email: lrobichaud@ccri.edu   Phone: 401-825-2301

Sample questions to ask during your interview:

- What is your educational and work background?
- What was your career path to get where you are?
- What position do you currently hold?
- What are the major responsibilities of your position?
- Do you use your academic major in this job, and if so, how?
- What is an average work week like for you?
- What are the positive aspects of working in this field?
- Are there any negative aspects of working in this field?
- What type of individual usually succeeds in this field/organization?
- Are there any "hot issues" in this field?
- What trends/developments do you see affecting career opportunities?
- How can I become a more competitive candidate for this industry?
- What steps would you recommend I take in order to prepare to enter this field?
- Do you belong to any professional association related to your position?

Access **Activity F** on the **Phase II** worksheet.

Summarize and attach your notes from the interview to the **Phase II** worksheet .

Activity G : Summary

Guided by the exercises you have completed in **Phase II**, fill in the requested information on the first part of the **Activity G** section of the **Phase II** worksheet as best you can at this point in time. You can always revisit and/or modify your responses as you progress through these activities.

Next, refer back to the **Phase I** worksheet that you created reflecting key information that you selected from your Personal Lifestyle Preferences, Career Interests, and Learning Tools.

To complete the final portion of the **Activity G** sections of the **Phase II** worksheet, take some time to compare your latest selection of Career-Related Programs of Study with the key information you identified in **Phase I**. Make some notes using the following prompts to help you begin analyzing if these two sources of information seem to be in sync.

- Do the elements highlighted from my Career Interests Assessments seem to match my selection of possible career pursuits? (For example, if the Assessments indicated that I seem to really enjoy working in helping professions – Nursing, Teaching, etc., and my selected Programs of Study are in fields like Technology and Business, can I make sense of that? If yes, what connects those two sources of input for you? If not, what might the discrepancy be suggesting to you?)
- Does your Learning Tool Kit seem sufficient to support you in acquiring the new knowledge and skills required in the Programs you've selected?

■ Do key parts of your Personal Lifestyle Preferences seem to agree or work with the Programs of Study listed? For example, if your Lifestyle Preferences suggest that you want flexibility in your work schedule so that you can attend to family matters, have you thought about checking to see if flexible job opportunities are available in the career areas you're interested in?

Next Step & Contacts

Congratulations! Once you reach this point, you have completed **Phase II** of the workshop.

If you are enrolled in **Poised for Success** workshop Level I – you will be finished with the workshop after this meeting with the Career Specialist. If you are enrolled in Level II of the workshop, you will continue through **Phase V.**

You are now ready to meet with one of CCRI's Career Specialists who will review your **Phase II** worksheet with you, allowing you the opportunity to ask questions and voice what decisions you've made. Here's how you make an appointment with one of the College's Career Specialists:

- Lisa Robichaud   Email: lrobichaud@ccri.edu   Phone:
  401-825-2301
- Monica Ferris   Email: mferris@ccri.edu   Phone:
  401-825-2301

Poised for Success workshop
Phase II Worksheet
Choosing Education Pathway Clusters

Name: _____

You will need to:

Download the file labeled **"CCRI Education Pathway Clusters"** from the **Poised for Success** workshop. Which of the following 2-3 **Education Pathway Clusters** are you comfortable eliminating at this point? (If you're comfortable eliminating more at this time, please do so.) Place a check mark or "X" in the boxes that you are eliminating.

- ☐ General Studies/Liberal Arts Education

- ☐ Technology, Engineering & Sciences Education

- ☐ Health Sciences Education

- ☐ Fine Arts Education

- ☐ Business, Administration and Legal Education

- ☐ Family and Consumer Sciences Education

Write a brief description or rationale for why you have chosen not to consider each of the Pathway you've chosen to eliminate.

1.Cluster Title:_____
Rationale:_____
_____

2.Cluster Title:_____
Rationale:_____
_____

3.Cluster Title:_____
Rationale:_____
_____

4.Cluster Title:_____
Rationale:_____

5. Cluster Title:_____
Rationale:_____

For each of the remaining Education Pathway Clusters <u>not</u> listed above, write a sentence or two that address any or all of the following questions: (see examples in the Poised for Success workshop)

- *What attracts you to a particular Pathway Cluster?*
- *Is there additional information you would like to have within your selected Pathway Clusters? What would you like to learn about one or more of them?*
- *What kinds of new skills might be required within each Cluster within the next 5-10 years?*

1._____
_____
_____

2._____
_____
_____

3._____
_____
_____

4._____
_____
_____

5._____
_____

"Rank order" or "prioritize" the remaining Pathway Clusters on your list according to your curiosity to learn more about them or the strength of your interest. Career Cluster #1 represents the Cluster you are most interested in learning more about.

Career Cluster #1
_____

Career Cluster #2
_____

Career Cluster #3
_____

Career Cluster #4

Activity C- Link Pathway Clusters with CCRI's Programs

List the 2-3 Education Pathway Clusters that you selected to explore in more depth.

1._____
2._____
3._____
4._____
5._____

In the **Poised for Success** workshop— **Activity C** - each of the six Career Cluster areas listed represent links to CCRI's Programs of Study available to you within that Cluster. Click on your #1 Cluster of interest. Once you click on a Cluster, you will find links to each of CCRI's Programs of Study (both Degrees and Certificates) that exist within each Cluster. Take notes on the lines below for each program of study and career as you peruse the web pages so that you will be able to have a record of information that you found interesting or helpful.

Take notes as you peruse the Web and catalog pages so that you will be able to have a record of information that you found interesting or helpful. (Use additional space if needed.)

Career Cluster #1

_____
_____
_____
_____
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Career Cluster #2

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Career Cluster #3

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Career Cluster #4

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Activity D - Career Research

You will need to research occupations within the career cluster(s) you choose. Reliable information about Rhode Island's (and other States') labor market can be a valuable tool in planning your career. When choosing a career cluster or occupation, it may help to know about the responsibilities, education requirements, logistics, types and number of jobs likely to be available and the wages of workers in those occupations.

Once you have focused in on a career cluster or industry you will want to learn about career paths within that industry. To find a job postings for your area of interest go to Rileyguide.com. (http://www.rileyguide.com/jobsrch.html)

- In the middle of the page you will see "JOB LISTINGS"
  - **WHAT:** Type in an occupation tile that interests you
  - **WHERE:** Type in a state where you would like to work
  - Click **FIND JOBS**
  - The next screen will display job listings for your chosen occupation in the state identified.
  - Review several of these and print out 2 that you feel best match the qualifications and skills you are aiming for.

o   Use the information you've found to fill in the next section.

I have stapled a minimum of 2 copies of job postings to this worksheet.   Yes ☐   No ☐

Activity E – Career Outlook

Occupation Outlook Handbook Activity:

Career Title #1_____

2012 Median Pay for Career _____

Entry level Education_____

On-the-job training required   Yes ☐   No ☐   Unsure ☐

Describe "What someone with this career title does & what skills are required"

_____
_____
_____
_____
_____
_____
_____
_____

Describe work environment

_____
_____
_____

Job outlook 2012-2022

_____
_____

Similar Occupations

_____   _____

Contacts for more information

5

Occupation Outlook Handbook Activity:

Career Title #2_____

   2012 Median Pay for Career _____

   Entry level Education_____

   On-the-job training required Yes ☐   No ☐   Unsure ☐

   Describe "What someone with this career title does and what skills are required"

_____

_____

_____

_____

_____

_____

   Describe work environment

_____

_____

_____

   Job outlook 2012-2022

_____

_____

   Similar Occupations

_____

   Contacts for more information

6

Activity F - Career Interview

Date of Interview :_____

Name of company: _____

Person interviewed: _____

Job Title: _____

I have attached my notes from the interview to this worksheet. YES ☐   NO ☐

Activity G - Summary

I am interested in learning more about these Programs of Study and the Career Pathway they prepare me for:

1._____

2._____

3._____

4._____

5._____

Refer back to the **Phase I Worksheet** that you created reflecting key information that you selected from your Personal Lifestyle Preferences, Career Interests, and Learning Tools.

Take some time to compare your latest selection of Career-Related Programs of Study with the key information you identified in Phase I. Make some notes using the following prompts to help you begin analyzing if these two sources of information seem to be in sync. Use these questions to help you reflect:

- *Do the elements highlighted from my Career Interests Assessments seem to match my selection of possible career pursuits?*
- *Does my Learning Tool Kit seem sufficient to support me in acquiring the new knowledge and skills required in the Programs I've selected?*
- *Do key parts of my Personal Lifestyle Preferences seem to agree or work with the Programs of Study listed?*

_____

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If you are enrolled in Poised for Success workshop Level I – you will be finished with the workshop after completion of Phase II. If you are enrolled in Level II of the workshop, you will complete Phases III through V.

Congratulations! Once you reach this point, you have completed Phase II of the Workshop. You are now ready to meet with one of CCRI's Career Specialists who will review your **Phase II worksheet** with you, allowing you the opportunity to ask questions and voice what decisions you've made. Here's how you make an appointment with one of the College's Career Specialists:

> Lisa Robichaud   Email: lrobichaud@ccri.edu   Phone: 401-825-2301
> Monica Ferris   Email: mferris@ccri.edu   Phone: 401-825-2301

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myE — Cathy Livingston   **3**

🏠   **Phase III**

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Phase III

Phase III - Exploring the Soft Skills

Introduction

You will most likely encounter the phrase, soft skills, as you pursue your career pathway. It is a phrase that appears frequently in today's complex workplace settings in which employees are often asked to multi-task, work on interchangeable teams, prioritize their time to meet key deadlines, and to problem-solve on their own or with other team members in order to accomplish the assigned tasks. Some definitions of soft skills refer to them as character traits; e.g., being on time for work, being respectful of others in the workplace, accepting your role on a team, etc.

Regardless of how soft skills are defined, they are considered as important if not more important than the technical skills and competencies that are required for success in the workplace. Another way to think of them is to consider them "the glue that holds everything together." Knowledge or expertise in one's career area is not sufficient to be successful on the job. A nurse, for example, can have scored very high on the licensing exam, but if he or she does not have good communication skills, cannot work as part of a team, and lacks the interpersonal skills to interact with patients, the individual will not be successful on the job.

Phase III introduces you to some of the more common soft skills, and provides you with an opportunity to begin assessing your own strengths in this area as well as listing areas that you want to develop more fully.

Download and print the **Phase III** worksheet.

You will complete:

Activity A: Exploring the Soft Skills

Activity B: Matching Soft Skills to Occupations

Activity C: Informational Session 1

Activity D: Informational Session 2

Next Step

Activity A: Exploring the Soft Skills

You will now explore and learn about the soft skills that will be required in addition to any technical skills needed for a career. Your technical skills will guide you to a position, but your 'people skills' or personal character traits are equally as critical a component for career success.

First, review the **Activity A** section of the **Phase III** worksheet to see the prompts that you will be responding to during this activity. Next, watch each of the soft skills topic videos by clicking on a green title below. You will be brought to a United States Department of Labor video addressing that topic. Closed Caption for the video may be turned on by clicking the CC on the right side of the video screen. Begin the video by clicking on the arrow in the center of the video screen.

- Communication
- Problem-Solving
- Attitude
- Professionalism
- Teamwork
- Networking

For each video you watch you will need to:

1. Write a definition of the soft skill

2. Rate your current ability for this soft skill

3. Provide an example of how you have used this soft skill in the past OR an example of 'how' you would use this soft skill in the future. Skills you have used in the past are called 'transferable skills'.

Communication

Problem-Solving

Attitude

Professionalism

Teamwork

Networking

Activty B: Match Soft Skills to Occupations

Now that you have a grasp on where you stand with your soft skills, you will need to know if your skills match the occupation that is your goal so you are able to have a discussion about your skills with the Career Specialist and employers.

Using the **Activity B** section of the **Phase III** worksheet, you will identify In 3 lists the soft skills that you currently possess, would like to develop and that are required for the occupations you are interested in. You will compare the 3 lists of soft skills you created and evaluate where you stand with regard to soft skills required for the careers that interest you.

To wrap up this activity, you will use the **Activity B** section of the **Phase III** worksheet to

record your ideas on how you plan to achieve "GOLD" status for all soft skills required for your career interests.

Using the **Phase II** worksheet **Activity B**, you will make 3 lists.

- List 1 will contain the soft skills you are currently 'good at' and could use immediately.
- List 2 will contain the skills you want to develop - the skills you rated yourself in **Activity A** as Bronze or " I need more practice".
  - Please note the soft skills listed above are NOT the only soft skills available for you to learn about. Skills such as Work Ethic, Self Confidence, and Adaptability can also be included.
- List 3 will be composed using your **Phase II** worksheet (**Activity E** - Describe what someone in this career does and what skills are required.) List the soft skills required for the career / occupation you are focused on.

You will compare the 3 lists, evaluate where you stand with regard to soft skills required for the occupation you are focused on. Then write a brief summary in the space provided describing how you plan to achieve "GOLD" status for all soft skills required for the occupation you are focusing on.

Activites C & D: Informational Sessions (Optional)

You may find it helpful to attend an 'Informational Session' related to your career interests. Please refer to the monthly postings for state and local agencies as well as those offered through CCRI that will be scheduled throughout the semester. These activities are optional, and it is left up you to decide f they would be beneficial.

netWORKri Career Centers- Calendar of Workshops

CCRI Career & Internship Office - Workshops

CCRI Career Advisors - Workshops - coming soon

Complete **Activities C & D** on the **Phase III** worksheet.

Next Step & Contacts

Congratulations! Once you reach this point, you have completed **Phase III** of the workshop.

Communication, teamwork and problem-solving appear among the highest ranked qualities employers are seeking in an employee. You have invested time in identifying, ranking and describing your soft skills, which have applications in all areas of one's personal and professional lives, as well as being critical to career success.

At this point you should now be familiar with soft skills that are required for the occupation / career you are focusing on.

You are now ready for your third meeting with one of CCRI's Career Specialists who will review your **Phase III** worksheet with you, allowing you the opportunity to ask questions, discuss decisions you've made and assist you with working toward your goals. Here's how you make an appointment with one of the College's Career Specialists:

- Lisa Robichaud
  401-825-2301
- Monica Ferris
  401-825-2301

Email: lrobichaud@ccri.edu   Phone:

Email: mferris@ccri.edu   Phone:

Poised for Success workshop
Phase III worksheet
Exploring the Soft Skills

Name: _____

You have:

Downloaded the file labeled "**Phase III** worksheet" from the *Poised for Success* workshop.   Watch each of the six videos on soft skills. Closed Caption for the video may be turned on by clicking the CC on the right side of the video screen. Begin the video by clicking on the arrow in the center of the video screen.

'Communication' in the workplace:

Define 'Communication':

_____

_____

_____

_____

_____

Rate your abilities for 'Communication' in the workplace :

☐ Gold   ☐ Silver   ☐ Bronze   ☐ I need more practice

Provide an example of how you have used this soft skill in the past OR an example of 'how' you would use this soft skill in the future.

_____

_____

_____

_____

_____

'Problem-Solving' in the workplace:

Define 'Problem-Solving':

_____

_____

_____

_____

Rate your abilities for 'Problem Solving' in the workplace :

☐ Gold   ☐ Silver   ☐ Bronze   ☐ I need more practice

Provide an example of how you have used this soft skill in the past OR an example of 'how' you would use this soft skill in the future.

_____

_____

_____

_____

_____

'Attitude' in the workplace:

Define 'Attitude':

_____

_____

_____

_____

Rate your abilities for 'Attitude' in the workplace :

☐ Gold   ☐ Silver   ☐ Bronze   ☐ I need more practice

Provide an example of how you have used this soft skill in the past OR an example of 'how' you would use this soft skill in the future.

_____

_____

_____

_____

'Professionalism' in the workplace:

Define 'Professionalism':

_____
_____
_____
_____
_____

Rate your abilities for 'Professionalism' in the workplace :

☐ Gold   ☐ Silver   ☐ Bronze   ☐ I need more practice

Provide an example of how you have used this soft skill in the past OR an example of 'how' you would use this soft skill in the future.

_____
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'Teamwork' in the workplace:

Define 'Teamwork':

_____
_____
_____
_____

Rate your abilities for 'Teamwork' in the workplace :

☐ Gold   ☐ Silver   ☐ Bronze   ☐ I need more practice

Provide an example of how you have used this soft skill in the past OR an example of 'how' you would use this soft skill in the future.

_____
_____
_____
_____
_____

'Networking' in the workplace:

Define 'Networking':

_____
_____
_____
_____
_____

Rate your abilities for 'Networking' in the workplace :

☐ Gold   ☐ Silver   ☐ Bronze   ☐ I need more practice

Provide an example of how you have used this soft skill in the past OR an example of 'how' you would use this soft skill in the future.

_____
_____
_____
_____
_____
_____

Activity B: Match Soft Skills to Occupations

List 1

☐ **Soft Skills you are currently 'good at' and could use immediately**

1._____
2._____
3._____
4._____
5._____
6._____

List 2

☐ **Soft Skills you want to develop**

1._____
2._____
3._____
4._____
5._____
6._____

4

List 3

Use Phase II Education Pathways Clusters worksheet – Activity E

☐ **Soft Skills required for the career of** _____ (list job)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

You will compare the 3 lists above, evaluate where you stand with regard to soft skills required for the occupation you are focused on. Then write a brief summary on the lines below describing how you plan to achieve **"GOLD"** status for all soft skills required for the occupation of

(list job title)

_____
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Activity C : Informational Session 1 (Optional)

Title of Informational Session 1:
_____

Date of session:
_____

Location of session:
_____

Session sponsored by:
_____

List 4 things you learned in this session:
1._____
_____
_____
_____
_____
2._____

3._____

4._____

Title of Informational Session 2:

_____

Date of session:

_____

Location of session:

_____

Session sponsored by:

_____

List 4 things you learned in this session:

1._____

2._____

3._____

7

4. _____

Congratulations! Once you reach this point, you have completed **Phase III** of the workshop.

You are now ready for your third meeting with one of CCRI's Career Specialists who will review your **Phase III** worksheet with you, allowing you the opportunity to ask questions, discuss decisions you've made and assist you with working toward your goals. Here's how you make an appointment with one of the College's Career Specialists:

☐ Lisa Robichaud   Email: lrobichaud@ccri.edu   Phone: 401-825-2301
☐ Monica Ferris   Email: mferris@ccri.edu   Phone: 401-825-2301

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myB   Cathy Livingston   **3**

🏠   Phase IV   Edit Mode is: ● OFF

Phase IV

Phase IV - Building Your Portfolio

Introduction

Activities in this Phase are designed to assist you in "Building Your Portfolio." The American Heritage Dictionary defines "portfolio" as "a collection of works or documents that are representative of a person's skills and accomplishments."

A portfolio serves as an excellent storage resource, allowing you to keep track of your achievements and providing you with easy access of samples of your work. In today's global marketplace, employees anticipate that their careers will most likely encompass evolving demands and opportunities for continued education and skill development. The sooner you find an organized way to bring together your career goals, evidence of your current skills, and areas that you would like to develop, the better prepared you will be to meet the transitions you will encounter on your career journey.

Portfolios can now be constructed electronically where key information is stored in files. Many job postings now require that letters of application, resumes, references, etc. be submitted electronically, so having examples of your achievements in an electronic format is an excellent strategy for sharing samples of your work.

This Phase will assist you in building an "expanded" concept of the traditional understanding of a portfolio. It encompasses the following components:

- Table of Contents (use as a reference for how information is stored within your portfolio)

- Career Pathway and Goals: In this section, using the information you collected in **Phases I and II**, you will summarize the Career Goals/Pathway that you have selected to pursue.

- Chart :Required Career Competencies & Progress in Achieving Competency: A chart will provide you with an excellent overview of your progress in meeting your goals. It can also serve as a motivator or reminder of why you are pursuing the learning activities that you are involved in.

- Examples of Your Work: As you are completing your coursework and/or work-related experiences, you can upload files and other documents that highlight your talents.

- Letters of Recommendation: If you already have letters of recommendations, you can scan them and upload them into your portfolio.

- Awards and Honors: As with letters of recommendation, it is a good idea to store this type of information as you never know when it might come in handy.

- Resume: (Optional) If you feel you have a good sample of work experiences to include, you could develop and/or attach a resume that captures the highlights of your work experience. And you can continue to update your resume as you acquire new experiences.

- Other: There are many other types of information that you may want to store in your portfolio. If you have served in the military, for example, you may want to information about that experience. If you have worked as a volunteer or been involved in community service programs, this is an opportunity to include that information.

As you complete each activity in this section, you will use this information to compile your responses to **Phase IV** worksheet.

Download and print the **Phase IV** worksheet.

Before you begin **Activity A**, create a folder on your computer or thumb drive titled "**Poised for Success Portfolio**," and create a "Table of Contents" document to include in that folder that can be revised as you add information to the Portfolio.

You will complete:

> **Activity A:** Career Pathways & Goals
>
> **Activity B:** Chart: Required Career Competencies & Progress in Achieving Competency
>
> **Activity C:** Coursework, Recommendations, Awards, Honors
>
> **Activity D:** Job Shadow
>
> **Activity E:** Building your Resume
>
> > Next Step

Activity A: Career Pathways & Goals

In this activity, using the information you collected in **Phases I, II and III,** you will summarize the career goals/ occupation/ pathway that you have chosen to pursue

You will list your chosen career/occupation/pathway as well as your updated career goals in the section provided on the **Activity A** on the **Phase IV** worksheet. The **Activity A** section of the **Phase IV** worksheet will prompt you to use multiple resources to identify the career pathway that you have chosen to pursue, as well as your updated career goals.

Activity B: Chart: Required Career Competencies & Progress in Achieving Competency

The chart contained in **Activity B** will provide you with an excellent overview of your progress in meeting your goals. It can also serve as a motivator or reminder of why you are pursuing the learning activities that you are involved in. Locate **Activity B** (chart) on the worksheet and complete the following:

> 1. List any courses / technical skills required to achieve your career goals including dates completed, evidence of completion.
>
> 2. List any soft skills required to achieve your career goals including data completed and evidence of completion.
>
> 3. List any related work experience including dates completed and evidence of completion.

Activity C: Coursework, Recommendations, Awards, Honors

Coursework:

These activity will help you identify materials to upload into your "**Poised for Success Portfolio**" folder that you created during the introduction to this Phase. Examples of items that you will upload are course related document, letters of recommendation, and awards/honors. Complete the **Activity C** section of the **Phase IV** worksheet to document the items you have uploaded, and don't forget to list them on your Table of Contents document which you created during the introduction to this phase."

- **Phase IV** worksheet **Activity C1**: List any coursework / experience documents you cun

Letters of Recommendation:

If you already have letters of recommendations, you can scan them and upload them into your portfolio.

- **Phase IV** worksheet **Activity C2**: List letters of recommendation you have uploaded.

Awards / Honors:

As with letters of recommendation, it is a good idea to store this type of information as you never know when it might come in handy.

- **Phase IV** worksheet **Activity C3**: List awards and honors you have uploaded.

Activity D: Job Shadow

A job-shadowing experience with someone who works in the industry or occupation you have selected will allow you to spend some time observing a professional "on the job." This activity will provide you an insight into the skills that are required and a feeling for what the industry/career is like. Your experience may last a few hours or a day.

Guidelines/ Hints for setting up a job shadowing experience:

- Start with your family, friends, and peers. They may know people working in many different industries.
- Contact a professional association for the industry you are interested in.
- Organizations often have local chapters that can provide you a connection to someone in your area who you could contact.
- Contacts that may be able to assist with job shadowing experiences.
    - CCRI Career and Internship Office
    - CCRI Career Advising
    - CCRI Career Specialists (401-825-2301)
- Send a letter or e-mail to the human resources person of a company, stating your request, your goals, and a little information about yourself. A follow-up letter or email a week later with a phone call to introduce yourself is recommended. (Due to security, legal and insurance issues some companies may be unable to accommodate your request.)

Locate **Activity D** on the **Phase IV** worksheet and complete the required information regarding your job shadow experience including a listing of what you learned during your job shadow experience and attach to your Phase IV worksheet.

Activity E - Building Your Resume (Optional)

It is often said that "*You only get one chance to make a first impression.*" and your resume may oftentimes be that one opportunity for you to make a great first impression on a prospective employer!

Your resume is essentially a snapshot of who you are - where you've been, what you've done, what you've learned and where you're hoping to end up – all on ONE page. Developing a resume is your chance to not only make a great first impression, but it's also an opportunity to communicate what sets you apart from the rest of the applicants – what makes you unique – what makes you the BEST person for the job.

Resume Purpose

The purpose of the resume is to express how you possess the skills and qualifications the employer is seeking in an ideal candidate for the position being filled. Your resume should be tailored toward the specific needs of each employer and their respective job vacancy. An effective resume should focus on answering the following questions:

- What can you do for the employer / company?

- What are the employer's needs, based on what you know about the position, and how can you solve these needs?

- What makes you stand out from all of the other applicants – what makes you unique?

- Why should the employer spend valuable time interviewing you?

■ Why should the employer offer you the job?

If you are interested in building a resume, you could refer to CCRI's Developing a Resume webpage.

Next Step & Contacts

Congratulations! Once you reach this point, you have completed **Phase IV** of the workshop.

Take a few moments to reflect on the activities from this phase of the workshop.

Think about:

> ■ Do you feel you could be successful in attaining the career path you have chosen as your goal?

> ■ What skills (if any) do you need to acquire before reaching your goal?

> ■ Do you feel you have enough information to begin to create a "draft" resume for yourself?

> ■ How can CCRI best assist you in reaching your goal and obtaining the required skills to complete a resume and portfolio?

You are now ready for your fourth meeting with one of CCRI's Career Specialists who will review your **Phase IV** worksheet with you, allowing you the opportunity to ask questions, discuss decisions and progress you've made and assist you with working toward your goals. Here's how you make an appointment with one of the College's Career Specialists:

- Lisa Robichaud   Email: lrobichaud@ccri.edu   Phone:
  401-825-2301
- Monica Ferris   Email: mferris@ccri.edu   Phone:
  401-825-2301

CCRI

Poised for Success workshop
Phase IV worksheet
Building a Portfolio

Name: _____

You have downloaded the file labeled "**Phase IV worksheet**" from the Poised for Success workshop. You will need to:
- Create a folder on your computer or thumb drive titled: *'Poised for Success Portfolio'*
- Create a 'Table of Contents' document to include in that folder that can be revised as you add information to the Portfolio

Activity A: Career Pathways & Goals

In this activity, using the information you collected in Phases I, II and III you will summarize the Career Goals/Pathways that you have selected to pursue.

Using <u>Phase II Activity G</u> and <u>Phase III Activity B, List 3</u>, write down the career pathway you have chosen to pursue:

_____

My updated career goals include:
1. _____
2. _____
3. _____
4. _____

Activity B: Chart: Required Career Competencies & Progress in Achieving Competency

A chart will provide you with an excellent overview of your progress in meeting your goals. It can also serve as a motivator or reminder of why you are pursuing the learning activities that you are involved in.

Hint: If you don't yet have a clear understanding of how to state the competencies that you will need to develop for your career pathway, you can either enter the Student Learning Outcomes for the CCRI Degree Program or Certificate that you are enrolled in. Or, you can list the actual courses required for completing your program of study.

1

Activity B : Chart - Required Career Competencies & Progress in Achieving Competency

Additional rows may be added to chart as needed

Technical Skills /Competencies Required for My Career Pathway	Date Completed (Evidence of Completion)	Reflected on Resume	Soft Skills Associated with My Career Pathway	Date Completed (Evidence of Completion)	Reflected on Resume	Related Work Experience	Date Completed (Evidence of Completion)	Reflected on Resume
Example: Acquire proficiency in College Algebra – MATH 1200	Example: December 2014 Grade B+ (College Transcript)	Yes	Example: Team Work	Example: Letter from supervisor PT job at Trader Joe's	Yes	Example: Community Service Volunteer – Organized home delivery for food pantry clients	Spring/Summer 2014 Example: Award from Town Hall	Yes

2

Activity C1: Examples of Coursework

As you are completing your coursework and/or work-related experiences, you can upload files and other documents that highlight your talents and place them in your portfolio.

Guidelines/Hints: As you think of uploading examples of your work or achievements, you may want to create a filing system that enables you to find information easily. For example, you could create subheadings in your Table of Contents for this section. These may include headings like the following:

- *Course projects*
- *Course papers*
- *PowerPoints*
- *Exam results*
- *Other*

Dating projects in a consistent manner will help you place them in a context when you want to reference them in the future; e.g., Term Paper: HIST 1210 Completed 12_05_2013

List any coursework / experience documents you currently have uploaded:

_____
_____
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_____

Activity C2: Letters of Recommendation

If you already have letters of recommendations, you can scan them and upload them into your portfolio.

Guidelines/Hints: If you have letters available, scan them, date the file, and upload. If you don't have a personal scanner, check with your school or local library to see if one is available for your use. You can also pay to have files scanned at places like Kinkos. Create some systematic way of filing/dating this type of information so that you don't have to waste time in the future trying to retrieve it.

List letters of recommendation you currently have uploaded:

_____
_____
_____

3

Activity C3: Awards & Honors

As with letters of recommendation, it is a good idea to store this type of information as you never know when it might come in handy.

Guidelines/Hints: If your award can be scanned, scan it, date the file, and upload it. If your award is in the form of a trophy, you can write a description of the Award, including what it was given for; e.g., sportsmanship, creativity, etc. Create some systematic way of filing/dating this type of information so that you don't have to waste time in the future trying to retrieve it.

List awards / honors you currently have uploaded:

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Activity D : Job Shadow

A job-shadowing experience with someone who works in the industry or occupation you have selected will allow you to spend some time observing a professional "on- the-job". This activity will provide you an insight into the skills that are required and a feeling for what the industry/career is like. Your experience may last a few hours or a day.

Tips for setting up a job shadowing experience:
- Start with your <u>family, friends, and peers</u>. They may know people working in many different industries.
- Contact a <u>professional association</u> for the industry you are interested in. Organizations often have local chapters that can provide you a connection to someone in your area who you could contact.
- Contacts that may be able to assist with job shadowing experiences:
  - CCRI Career and Internship Office (http://www.ccri.edu/cooped/)
  - CCRI Career Advising (https://www.ccri.edu/advising/)
  - CCRI Career Specialists (401-825-2301)
- Send <u>a letter or e-mail to the human resources person of a company</u>, stating your request, your goals, and a little information about yourself. A follow-up y letter or email a week later with a phone call to introduce yourself is recommended. Due to security, legal and insurance issues some companies may be unable to accommodate your request.

Tips for a successful job shadowing experience:
- Dress as you would for a job interview.
- Arrive on time.
- Be polite and courteous.
- Be open to meeting as many people as possible during the experience.
- Observe everything.
- Note what technology is used in the job.
- Identify the necessary tools needed to function in the occupation.
- Notice the communication channels in the workplace. Email, telephone?
- Do your best not to interfere with the normal workflow.

4

☐ Ask for a business card when you leave.
☐ Be sure to write a thank-you note to the person you shadowed.

Job Shadow Location (Name of Business)
_____

Person shadowed & Contact email / phone
_____
_____

Title of person shadowed
_____

Time arrived/ Time departed
_____

Asked for a business card: Yes ☐   No ☐   Sent a thank you note: Yes ☐   No ☐

Job Shadow Summary

Make a list of what you learned during your job shadow experience. Consider the following:

1. What did you experience in the work environment (sitting at a desk / out in the field)?
2. What type(s) of technology was used in the workplace during your visit?
3. What necessary 'tools' were used in the workplace?
4. What type of interaction (if any) there was with peers, interns, supervisors.
5. Describe a typical day in this occupation (Hours, duties)
6. Was there anything unexpected or that surprised you about the job shadow experience?
7. What did you see as the biggest challenges you would face if you were in this occupation?
8. What do you see as the most valuable reward in this occupation?

Activity E : Building Your Resume (Optional)

Attach a copy or a draft of your resume if you have one available.

If you are interested in building a resume, you could refer to CCRI's Developing a Resume;
http://www.ccri.edu/career/readiness/resume.html

Congratulations!

Once you reach this point, you have completed **Phase IV** of the workshop.

- Take a few moments to reflect on the activities from this phase of the workshop. Think about:
  o Do you feel you could be successful in attaining the career path you have chosen as your goal?
  o What skills (if any) do you need to acquire before reaching your goal?
  o Do you feel you have enough information to begin to create a resume for yourself?

5

How can CCRI best assist you in reaching your goal and obtaining the required skills to complete a resume and portfolio?

You are now ready for your fourth meeting with one of CCRI's Career Specialists who will review your **Phase IV** worksheet with you, allowing you the opportunity to ask questions, discuss decisions and progress you've made and assist you with working toward your goals. Here's how you make an appointment with one of the College's Career Specialists:

☐ Lisa Robichaud   Email: lrobichaud@ccri.edu   Phone: 401-825-2301
☐ Monica Ferris   Email: mferris@ccri.edu   Phone: 401-825-2301

6

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🏠   **Phase V**   Edit Mode is: **● OFF**

Phase V

Phase V - Planning For What's Next

Introduction

Welcome to the final Phase of the *Poised for Success* workshop! Congratulations on all of the work you have completed in support of embracing an education pathway that prepares you for opportunities to enter or advance your career once you complete your studies at CCRI.

The activities in **Phase V** are designed to help you develop a mindset that anticipates and prepares you for your future. We live in times that are evolving at a rapid pace, a pace that will translate into new demands, challenges, and opportunities within the workforce. Some forecasts claim that for those just entering preschool, 60%-70% of them will end up in jobs that have not been invented yet. Think, for example, of the changes that technology has brought into our lives within the last twenty years. We can now pay bills online and no longer need to write checks. We can correspond with friends, family and colleagues via email on a device that fits in our pockets. Research is underway to produce driverless cars, a change that if successful, will have a tremendous impact on all of our lives. Some economic forecasters have introduced the term "Freelance Economy" to describe what jobs of the future will look like. Instead of securing an employer's commitment for longer-term employment, individuals will be contracted for specific tasks on a more short-term basis. In summary, preparation for a successful career requires understanding and preparing for the evolving nature of how we live and work.

You will complete:

      Activity A: Articles Pertaining to Workplace Trends & Opportunities

      Activity B: Job Transitioning Interview

      Activity C: Keeping Up with Trends

      Activity D: Where Will You Be in Five Years?

         Summary

As you complete the activities within this phase, check in with your emotional response to knowing that there are likely to be many changes in store for our society within the next 20-30 years. You will have opportunities in this Phase to learn more about some of these predicted changes, and you will spend time with individuals already affected by changes in the workplace. Listen to how others have coped with and planned for change, and hopefully, you will be able to learn and benefit from others' resiliency strategies.

As you complete each of the above activities in this section, transfer your findings to the

appropriate portion of the **Phase V** worksheet.

Download and print the **Phase V** <u>worksheet</u>

Activity A: Articles Pertaining to Workplace Trends & Opportunities

Our ever-changing world can create employment obstacles which may be discouraging, frustrating and overwhelming. In order to tackle these changing demands, challenges and opportunities within the national and global workforce, you will want to stay up-to-date on changes and trends within your career field, and learn how they have and will affect the future workforce.

It is important that you find out what is transforming the workforce and what it will mean for you as you prepare for your future career. Think of some questions about future trends in your career pathway you would like answered. If you can't think of any of your own questions, here are some questions to get you started:

- How does Social Media impact how and what you study?
- What are Baby Boomers, Generation X'ers and Millennials?
- Will you be working next to a robot in 10 years?
- How does the global climate affect the workforce?
- What are the fastest growing careers?
- Where will these jobs be? How much do they pay?

Find out more by reading <u>any two</u> of the articles below and list (on the **Phase V** worksheet-**Activity A)** three items of interest or facts you learned from each article read.

<u>Five Trends Shaping the Future of Work - Forbes</u>

This resource provides a brief overview of the following five trends affecting the future workforce:

- Behaviors shaped by social media entering the enterprise

- New collaborative technologies

- Shift to the "cloud"

- Millennials as the majority workforce

- Mobility and "Connecting to work"

<u>The 2010 – 20 Job Outlook in Brief - Occupational Outlook Quarterly</u>

This resource provides a comprehensive overview of how the workforce changes and what impacts those changes, including information on the recent recession. This summary provides both short- and long-term projections of anticipated information on the demands for employees in the coming years. As you will note, the need for employees within some occupations is likely to increase, while others are likely to remain about the same as the present demand or will decline in demand. Keep in mind that these numbers are estimates based on what is known at the present time. The most favorable scenario is that you would be preparing for a career that is expected to grow or remain stable in terms of the demands

for qualified employees. Specifically, this resource includes:

- employment outlook projections on 22 occupational groups (and aligns with the Occupational Outlook Handbook)

- data on how many jobs are expected to be gained within each group by 2020

- education, experience, and training projections (including on-the-job training) by occupation for each category

- Discusses "employment trends for occupational groups that declined through the recession, 2006–10 and projected 2020"

Five Global Megatrends – Price Waterhouse Coopers LLC

This resource consists of five articles with accompanying videos on global trends that are predicted to have a major impact on the economy and the workforce:

- Demographic & Social Change

- Shift in Economic Power

- Rapid Urbanization

- Climate Change & Resource Security

- Technological Breakthroughs

Activity B: Job Transitioning Interview

In order to learning about building resiliency in the marketplace, you will complete an **Informational Interview** with a person who has been displaced (lost employment) and is searching for a new position **OR** a person who has changed careers (either voluntarily or due to displacement).

Selecting Someone To Interview:

Most likely you know individuals who may have lost their job through no fault of their own, or someone who decided to change careers because of a passion to work in another field. Maybe one of your parents got laid off, their job ended when the company they worked for moved out of state and they had to begin seeking other employment. Or perhaps a member of your extended family went through a similar experience. Think about your friends, neighbors, members of communities that you are part of, and make a list of individuals that might be good candidates for you to interview.

Before selecting someone to interview, you may want to review the interview questions. By doing so you'll have a better understanding of what you hope to learn from the experience. Here's a list of characteristics to consider in selecting someone to interview:

- How long had one worked in a particular profession or company before losing his/her job?
- Is the person employed in a new setting at this point?
- Did the person return to school to acquire new skills to assist in finding a new job?

Setting Up the Interview:

In order to set up the interview,contact the individual you have in mind to arrange a time to talk. Talking in person is ideal if possible. There's no reason that you need to share the individual's name, so provide reassurance that one's identify will not be known. Depending on how much you stay on topic, you should be able to complete the interview within an hour.

Suggested Interview Questions:

A person who has been displaced: The following set of questions is offered to help you engage in a meaningful conversation about job transitions. However, you may find that once you begin, the conversation flows naturally and there's no need to follow a set script.

- It may be helpful to provide a brief overview of the **Poised for Success** workshop and a description of the goals of **Phase V**.
- Invite the individual to talk about his/her profession or career pathway, including the number of years employed in the industry and/or at a particular company.
- Inquire about the impact of learning that one's job was ending with a particular company. Did the company offer any resources during the transition; e.g., Transition salary benefits? Opportunities to assist in finding new employment? Looking back, were there signs that the job might be ending, and if so, did they help prepare for the news?

- Ask for a description of the strategies used to find a new position. Did the individual network? Go back to school? Call on friends and family to help find a new job?
- How has the experience changed one's approach to work? Is more attention paid to changes on the marketplace?
- Has the experience of losing a job helped to increase one's resiliency in the marketplace?

A person who has changed careers: The following set of questions is offered to help you engage in a meaningful conversation about changing careers. However, you may find that once you begin, the conversation flows naturally and there's no need to follow a set script.

- It may be helpful to provide a brief overview of the Poised for Success workshop and a description of the goals of **Phase V**.
- Discuss if the person was motivated to change careers as a life choice or was displaced from a former career?
- How flexible was the person in deciding which occupational pathway to follow for his/her new career choice?
- Ask how one's previous experience(s) helped in his/her new career?
- Did the person possess transferable skills? (Skills he/she had used in a previous career.)
- What actions did the person take prior to changing careers? For example, did he/she return to school to acquire a new skill set? Did he/she volunteer or have an internship?
- What new skills or resources did one take advantage of to obtain this new career?
- What struggles did one encounter in the transition to this new career?
- Is this career change a step in a larger plan? If so, what will this new career need to provide in order to help the person move forward?

Learning From Others:

Using the space provided at the end of **Activity B** section of the **Phase V** worksheet, you will be prompted to make some notes about what you gained from the interview(s) you

conducted. Write a brief summary that captures the most important things you learned from the interview(s) that you think will be helpful to you in building your own resiliency in the marketplace.

Activity C: Keeping Up With Trends

There are many available resources available to help you stay abreast of changes in your industry. So how do you find and use these resources? Here's a list of suggested practices to get you started:

1. Ask your program faculty if they belong to professional organizations or if they can recommend some that are useful to your field?
2. Do an internet search, using phrases like "professional organizations in _____ (fill in the blank with your field of study.)"
3. Google phrases like "**Workforce development needs in Rhode Island.**" Once you get to your State's Web site, you can dig deeper to find a lot of information about job markets. The following link provides information about industries on the rise and on the decline within Rhode Island. http://www.dlt.ri.gov/lmi/proj/expdecind.htm
4. Scan Web sites that post jobs. By reading the qualifications for posted job openings, you can quickly start to see patterns of the skills that employers see as important for successful candidates.
5. Read your local newspapers. In today's economy, employers recognize that for them to be successful, they have to have an educated workforce, one that has the knowledge, skill competencies, including the soft skills, to be successful on the job. Employers are much more vocal about what they need, so if you pay attention, this resource will provide you with additional information that can help you stay current.
6. Attend networking meetings, talk with others in different occupations than your own.
7. Plan to invest in your own skill development.
8. Keep your portfolio up-to-date, including setting goals for yourself and charting out a way to reach those goals.

Learning Activity:

Identify 3 resources from the above list that you feel are useful to you in helping you stay current with your field. For each resource, write a brief description of how you see it as useful.

Activity D: Where Will You Be In 5 Years?

Picture your future professional-self five years from now.

Building upon the activities you have completed in the previous phases regarding self-assessment, education and career pathways exploration and skills development, make a list of additional educational achievements and work experiences you would like to add to your resume in the next five to six years.

You will want to consider the following when designing your 'Five Year Plan' Resume:

- What will your professional objective or summary look like in five years?
- Utilizing the information collected during your career exploration activities in Phase IV, identify the level of education required for your career goal. Will you have completed a Certificate program, have an Associate's Degree, a Bachelor's Degree or higher?

- What additional work experience will you have acquired over the next five years? Using the information you obtained about your ultimate career in the Occupational Outlook Handbook and Riley.com, list specific job titles and duties in your future resume.
- What specific technical, soft and transferable skills will you have acquired over the next five years?
- Do you anticipate receiving any awards or recognitions in your career field over the next five years?
- Which Professional Organizations will you belong to in your industry in the next five years?

Summary & Contacts

Congratulations! Once you reach this point, you have completed the *Poised for Success* workshop.

You are now ready for your final meeting with one of CCRI's Career Specialists who will review your **Phase V** worksheet with you, allowing you the opportunity to ask questions, discuss decisions you've made and assist you with working toward your goals. Here's how you make an appointment with one of the College's Career Specialists:

- Lisa Robichaud   Email: lrobichaud@ccri.edu   Phone:
  401-825-2301
- Monica Ferris   Email: mferris@ccri.edu   Phone:
  401-825-2301

CCi

Poised for Success workshop
Phase V worksheet
Planning For What's Next

Name: _____

Download the file labeled "**Phase V** worksheet" from the **Poised for Success** workshop.

Our ever-changing world can create employment obstacles which may be discouraging, frustrating and overwhelming. In order to tackle these changing demands, challenges and opportunities within the national and global workforce, you will want to stay up-to-date on changes and trends within your career field, and learn how they have and will affect the future workforce.

Find out more by reading two articles and list three items of interest or facts you learned from each article read.

Article I – Title: _____
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Article II – Title: _____
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In order to learning about building resiliency in the marketplace, you will complete an Informational Interview with <u>a person who has been displaced</u> (lost employment) and is searching for a new position **OR** <u>a person who has changed careers</u> (either voluntarily or due to displacement).

Scheduling an Informational Interview

with

<u>A person who has been displaced</u>   **OR**   <u>A person who has changed careers</u>

Suggested Interview Questions:

<u>A person who has been displaced:</u> The following set of questions is offered to help you engage in a meaningful conversation about job transitions. However, you may find that once you begin, the conversation flows naturally and there's no need to follow a set script.

- It may be helpful to provide a brief overview of the Poised for Success workshop and a description of the goals of this Phase.
- Invite the individual to talk about his/her profession or career pathway, including the number of years employed in the industry and/or at a particular company.
- Inquire about the impact of learning that one's job was ending with a particular company. Did the company offer any resources during the transition; e.g., Transition salary benefits? Opportunities to assist in finding new employment? Looking back, were there signs that the job might be ending, and if so, did they help prepare for the news?
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<u>A person who has changed careers:</u> The following set of questions is offered to help you engage in a meaningful conversation about changing careers. However, you may find that once you begin, the conversation flows naturally and there's no need to follow a set script.

- It may be helpful to provide a brief overview of the Poised for Success workshop and a description of the goals of this Phase.
- Discuss if the person was motivated to change careers as a life choice or was displaced from a former career?
- How flexible was the person in deciding which occupational pathway to follow for his/her new career choice?
- Ask how one's previous experience(s) helped in his/her new career?
- Did the person possess transferable skills? (Skills he/she had used in a previous career.)
- What actions did the person take prior to changing careers? For example, did he/she return to school to acquire a new skill set? Did he/she volunteer or have an internship?
- What new skills or resources did one take advantage of to obtain this new career?
- What struggles did one encounter in the transition to this new career?

- Is this career change a step in a larger plan? If so, what will this new career need to provide in order to help the person move forward?

Write a brief summary that captures the most important things you learned from the interview(s) that you think will be helpful to you in building your own resiliency in the marketplace.

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Activity C : Keeping Up With Trends

There are many available resources available to help you stay abreast of changes in your industry. So how do you find and use these resources? Here's a list of suggested practices to get you started:

1. Ask your program faculty if they belong to professional organizations or if they can recommend some that are useful to your field?
2. Do an internet search, using phrases like "professional organizations in _____ (fill in the blank with your field of study.)"
3. Google phrases like "Workforce development needs in Rhode Island." Once you get to your State's Web site, you can dig deeper to find a lot of information about job markets. The following link will provide information about industries on the rise and on the decline within

Rhode Island. http://www.dlt.ri.gov/lmi/proj/expdecind.htm

4. Scan Web sites that post jobs. By reading the qualifications for posted job openings, you can quickly start to see patterns of the skills that employers see as important for successful candidates.

5. Read your local newspapers. In today's economy, employers recognize that for them to be successful, they have to have an educated workforce, one that has the knowledge, skill competencies, including the soft skills, to be successful on the job. Employers are much more vocal about what they need, so if you pay attention, this resource will provide you with additional information that can help you stay current.

6. Attend networking meetings, talk with others in different occupations than your own.

7. Plan to invest in your own skill development.

8. Keep your portfolio up-to-date, including setting goals for yourself and charting out a way to reach those goals.

Identify 3 resources from the above list that you feel are useful to you in helping you stay current with your field. For each resource, write a brief description of how you see it as useful.

Resource A : List Resource # _____ Description & usefulness
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Resource B: List Resource # _____ Description & usefulness
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Resource C: List Resource # _____ Description & usefulness
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Activity D: Where Will You Be In Five Years ?

Using **Phase IV- Activity B**: Chart: Required Career Competencies & Progress in Achieving Competency, along with information you collected in your **Phase IV** Activities, as well as other useful information from additional activities.,

make a list (using the lines below) of additional educational achievements and work experiences you would like to add to your resume in the next five to six years.
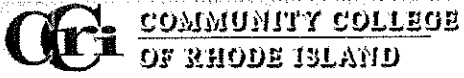
You will want to consider the following when designing your **'Five Year Plan'** Resume:
- What will your professional objective or summary look like in five years?
- Utilizing the information collected during your career exploration activities in **Phase IV,** identify the level of education required for your career goal. Will you have completed a Certificate program, have an Associate's Degree, a Bachelor's Degree or higher?
- What additional work experience will you have acquired over the next five years? Using the information you obtained about your ultimate career in the Occupational Outlook Handbook and Riley.com, list specific job titles and duties in your future resume.
- What specific technical, soft and transferable skills will you have acquired over the next five years?
- Do you anticipate receiving any awards or recognitions in your career field over the next five years?
- Which Professional Organizations will you belong to in your industry in the next five years?

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Congratulations! Once you reach this point, you have completed the **Poised for Success** workshop.

You are now ready for your final meeting with one of CCRI's Career Specialists who will review your **Phase V** worksheet with you, allowing you the opportunity to ask questions, discuss decisions you've made and assist you with working toward your goals. Here's how you make an appointment with one of the College's Career Specialists:

> Lisa Robichaud   Email: lrobichaud@ccri.edu   Phone: 401-825-2301
> Monica Ferris   Email: mferris@ccri.edu   Phone: 401-825-2301

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🏠   **Survey**   Edit Mode is: **● OFF**

Survey

Survey

Please take a moment to complete a brief survey of your experience with the Poised for Success workshop.

Click here: https://www.surveymonkey.com/s/W5JKL9P

You may be redirected and have to click a second link.

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myB   Cathy Livingston   **3**

🏠   **References**   Edit Mode is: **● OFF**

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