



# WISE Career Navigation Best Practices Guide

## Guide Book for Career Navigators

***Version 3.0***

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*Prepared by  
Regional Education and Training Centers, Inc.*



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## Executive Summary

In Washington State, job seekers are struggling in their quest to find meaningful work that results in family earned wages. Often the lack of coordinated high-quality career navigation services becomes a problem for job-seekers in their quest to find meaningful work. In talking with them, it becomes evident that most job seekers need early intervention by a competent Career Navigator who is prepared to mentor job-seekers in how to establish their career goals and then assist them in how to plan, build, and navigate employment options to accomplish those goals.

To address this problem, the Regional Education Training Center (RETC) of Olympia, WA, has been contracted by the Washington Integrated Sector Employment (WISE), Department of Labor Grant, to develop a Career Navigation guidebook. The guidebook documents and reports on the “Best Practices” and value-added methods and techniques that career navigators currently use to assist and mentor WISE participant job seekers in their quest for meaningful employment and achieving their career goals. The focus of this guidebook is to provide new career navigators with the framework and structure to coordinate career navigation services.

# 1 Introduction and Background Information

The RETC has been involved in career navigation since its inception in 2009. An important factor in RETC's mission is to assist those seeking employment in the manufacturing, construction, distribution and energy industries to find a job by engaging in value-added career navigation activities. From our experience, we have learned that the quality associated with career navigation can be measured by ensuring key competencies are deployed to assist job-seekers in how to determine their career goals, document their experiences and align those experiences with competencies employers are seeking in new hires.

## 1.1 Summary of the WISE Grant

The WISE grant, a U.S. Department of Labor Trade Adjustment Assistance Community College and Career Training (TAACCCT) Round 4 Grant funded in 2014, is a nearly \$10 million project to bring together the clean energy, advanced manufacturing and construction sectors to prepare participants for employment in entry level, pre-apprenticeship and apprenticeship occupations. It addresses the unique needs of unemployed, or under-employed dislocated workers, using innovative and sophisticated strategies.

### 1.1.1 Purpose

The guidebook is a summary of best practices for career navigators. It is designed to provide grant-funded WISE Navigators with the foundation they need to link WISE participants to support services, education/training providers, career and industry information, and employment opportunities in clean energy, advanced manufacturing and construction industries.

### 1.1.2 Scope

The guide is designed to assist grant-funded WISE Career Navigators in preparing WISE participants for employment in the clean energy, advanced manufacturing and construction industries. Career Navigators will link 1,992 adults including dislocated workers, veterans (and spouses), women, and minorities to support services, education/training providers, career and industry information, and targeted employment opportunities.

### 1.1.3 Overview

After conducting a literature review of career navigation "Best Practices," we learned the value and support that a competent career navigator can make to those seeking jobs or career advancement. The guidebook is purposely designed to be:

- Responsive to local labor market demands
- Adaptable to an individual job-seeker's need
- A tool to document life experiences, including education, military service, paid and unpaid work, and community, volunteer and family activities
- Grounded in partnerships with organized labor, workforce system, community colleges, centers of excellence, and employers

- A value-added tool for those engaged in Washington Integrated Sector Employment (WISE) grant career navigation activities

## 1.2 Consortium Partners

The Grant Lead for the WISE Grant is Centralia College and the Center of Excellence for Clean Energy. The consortium partners are:

### 1.2.1 Centers of Excellence:

**Center of Excellence for Aerospace and Advanced Manufacturing (Everett Community College)** — The Center of Excellence for Aerospace and Advanced Manufacturing provides leadership and resources to support economic growth for Washington State, focusing on aerospace and advanced manufacturing. Working strategically with industry partners and educational institutions, the Center assists in developing the talent pipeline for the next generation of future workers within the aerospace and advanced manufacturing industry sectors.

**Center of Excellence for Clean Energy (Centralia College)** — The Pacific Northwest Center of Excellence for Clean Energy provides leadership for a growing alliance of energy industry and college partners. Together, industry and educational partnerships provide comprehensive degree and certificate programs, online courses and regional classroom training opportunities that focus on the future of the energy industry.

**Center of Excellence for Construction (Renton Technical College)** — The Construction Center of Excellence is a national model in developing partnerships among business, industry, labor and education for the purpose of enhancing economic and workforce development initiatives to meet the current and future needs of the construction industry.

### 1.2.2 Community and Technical Colleges

- Bates Technical College
- Centralia College
- Everett Community College
- Green River Community College
- Renton Technical College
- Shoreline Community College
- South Seattle College
- Walla Walla Community College

### **1.3 The Importance of Navigation**

According to Seattle Jobs Initiative, a literature review on proven career navigation practices and models resulted in demonstrated evidence that various populations who receive career navigation-like services achieve better education and employment outcomes. Specifically, a study of community college students who received career navigation services concluded that higher percentages of participants “completed their educational programs, obtained employment, and earned higher wages than they did prior to receiving services.” Evidence also supported the conclusion that community college participants continued to do well in their education/employment experiences after the career navigation services ended.

Community colleges within the WISE consortium report that career navigation creates a reference of accountability for the WISE participants, provides them with important connections to community resources, and provides WISE participants with key career support elements.

(GRCC): Navigation is crucial for the success of students in our programs. As a Navigator, I provide resources that students seek and need in order to complete our program and/or pursue their degrees/careers. Navigators provide referral services, assist students with accessing multiple departments at their schools (ex. financial aid, career and advising, veteran services, student services), as well as service providers outside of school (ex. Work Source, Neighborhood House, DSHS), address barriers that students are dealing with that may hinder their toward completion, and assist with job searching strategies and the preparation of materials such as resumes and cover letters. Navigators are also important to the welfare of students and the schools they serve because of their skills in facilitating the relationships between these two groups, especially advocating for students on their behalf.

(Walla Walla): Walla Walla Community College has the Navigator fill in the gaps in service that were effecting our student retention rates. WWCC found that the navigator is essential in the intensive case management of students and issues that were barriers to student’s completions of programs. The Navigator also acts a Supported Employment specialist and assists students in gaining and maintaining employment.

(RTC): Student Navigators are important because they provide community and college resource navigation to promote student retention and assistance with job placement including resume and cover letter assistance, mock interviews and job search. In addition, role of the Navigator is to promote student’s self-efficacy and self-advocacy in the college and workforce setting.

(Centralia): WISE career navigation are drivers for student retention, completion of training programs, and accomplishing employment needs. Their role is to assist participants to access and succeed in WISE programs, attain credentials, and ultimately achieve career goals. They provide services that range in scope from career development, job search, employment, data collection and assistance to students.

## 1.4 Navigator Competencies

Competencies are determined by how a navigator adds-value to student by integrating their knowledge about career choices, with specific skills related to writing and communicating information, and their wisdom about how to navigate a jobs search process. They accomplish the value by focusing their efforts on building and intentionally connecting students to integrated networks of labor, employers, agencies and programs in local communities or throughout a region to offer job-seekers the information and support needed to plan and follow a clear path to employment and accomplishing their career goals.

### 1.4.1 Competencies Survey

Wise Partners were asked to survey their practice and identify core knowledge, skills and abilities that a navigator needs to effective I their role. Below are the results of the survey from those who responded

(GRCC):

- General knowledge of population(s) advised;
- Knowledge of campus culture,
- Departments and their resources;
- Demonstrate ability to communicate
- Effectively with students;
- Problem-solving
- Listening skills;
- Cultural competency;
- Familiarity with the advising profession and databases;
- Knowledge of academic requirements, policies, and options;
- Effective use of career resources.

(Walla Walla):

- Knowledge of resources,
- Recruitment and marketing,
- Relationship building,
- Communication skills,
- Knowledge of financial resources,
- Computer and database skills,
- Interviewing techniques.

(RTC):

- Communication
- Recognize and appreciate cultural differences
- Relationship building
- Listening
- Collect, analyze and interpret data/policies

- Advocacy
- Leadership
- Organize
- Career advising knowledge and skill
- Understanding of industry trends
- Knowledge of academic requirements and policies
- Effectively use college and community resources
- Ask questions
- Interpersonal skills
- Effective use of technology
- Ethical academic and career advising
- Empathy

(Centralia):

- Approachable
- Takes Initiative
- Client/Customer/Student focused
- Provides motivational support
- Empowers others
- Results oriented
- Thoroughness (follows through)
- Ability to empathize
- Straight forward (To a point. Cannot be too overbearing)

#### 1.4.2 Context

(GRCC): GRCC has created two unique certificates that are housed under the Business Marketing and Entrepreneurship Division and the Trades Division. Our Customer Service Representative (CSR) Certificate, housed under the Business Marketing and Entrepreneurship Division, has five faculty teaching our required courses. Our Maintenance Mechatronics (MTX) Certificate, housed under the Trades Division, has one main instructor who has created the certificate with WISE funds. Our MTX Program evolved from the Aerospace and Advanced Manufacturing Program to four stackable certificates that are each 13 credits, one quarter program.

(Centralia): The Energy Technology–Power Operations AAS Degree program prepares students to compete for employment in the Power Generation Industry.

#### 1.4.3 Conditions

(Centralia): The Career Navigator works with WISE participants in the classroom and other campus meeting locations.

(GRCC): Our WISE Team is housed in the GRCC's Kent Campus. From this location, faculty and staff have access to all academic and resource support services.

(RTC): Work in office, classroom or meeting space.

(Walla Walla): I work right in the middle of the area in which the students are taught. I have daily contact with the students

## **1.5 Essential Navigator Knowledge/Skills/Abilities**

### **1.5.1 Knowledge**

- Knowledge of the requirements of the academic programs you are dealing with
- Knowledge of the resources available on and off campus regarding financial aid, housing, food, health, etc.
- Knowledge of what employers are looking for in their field
- Knowledge of the elements to a good resume, cover letter, LinkedIn profile, etc.
- Knowledge of the various types of social media

(GRCC): General knowledge of campus resources, academic programs, academic policies, procedures and deadlines, student learning theories, career development, unique characteristics of specific student populations (first-generation, minorities, low-income, returning adults, transfers, veterans, TAACCCT students), aware of equity and access issues in Green River College (GRC)/Washington State; proficiency skills in Microsoft Office, Outlook, and SMS/STAR databases; one or more years of experience working in community education and/or workforce training programs; provide career planning, on campus support services, resource navigation, and job placement; bachelor's degree.

(Walla Walla):

- Good communication skills across various educational and cultural levels with students, faculty, staff, visitors, and industry partners, while using written, electronic, and verbal methods.
- Good interpersonal skills and ability to establish and maintain effective working relationships with the college, the community, industry, and media contacts.
- Enthusiastic, energetic, self-motivated, and creative.
- Good organizational skills.
- Ability to work with students, staff, and faculty from diverse cultural, ethnic, socioeconomic, and educational backgrounds.
- Ability to represent the College in a positive, professional manner.
- Ability to assume responsibility; deal effectively with problems, and exercise good judgment when making decision.

(RTC):

- Knowledge of Industry and trends
- Student development theory
- Career services- resume, cover letter, interviews, job applications, social media,
- Community resources

- College financial aid, scholarships and other funding sources
- Workforce programs- BFET, Opportunity Grant, Worker Retraining
- WISE programs- admissions requirements, certificate offerings etc.

### 1.5.2 Skills

(GRCC):

- Clear communication skills,
- Attentiveness/active listening,
- Patience,
- Knowledge of product,
- Time management skills,
- A calming presence,
- Goal oriented,
- Persuasion skills,
- Tenacity,
- Willingness to learn,
- Critical thinking,
- Complex problem solving,
- Judgement and decision making, coordination,
- Writing, instructing.

(Walla Walla):

- Utilize computer database systems
- Gather, collect and Interpret information from websites.
- Create excel and word documents

(RTC)

- Communication skills
- Goal setting skills
- Organization skills
- Problem solving skills

(Centralia):

- Skilled in written and oral communication
- Skilled in editing documents
- Skilled in customer service aspects
- Skilled at solving problems
- Skilled in using computer applications and databases

- Skilled in managing time

### 1.5.3 Abilities

(GRCC):

- Build teams and work collaboratively with a variety of individuals;
- Excellent written and verbal skills;
- Synthesize complex information and present it in ways accessible to a variety of constituencies;
- Strengthen relationships with the community and industry partners through outreach and liaison;
- Collect, analyze, and apply expert feedback in program activities;
- Represent the college at professional and community organizations;
- Facilitate collaboration with and notification to neighboring colleges on program and services development;
- Develop outreach and marketing materials used for various media formats;

(RTC):

- Empathy
- Insight
- Flexibility
- Tolerance
- Ability to manage case load
- Ability to work individually or part of a team
- Ability to motivate

(Centralia):

- Ability to give constructive feedback
- Ability to encourage and motivate people
- Ability to handle difficult and stressful situations
- Ability to establish and maintain a good rapport with faculty, staff, students, and community members
- Ability to recognize, analyze, and solve various problems
- Ability to effectively market programs and services

### 1.5.4 Navigator Key Competencies

From synthesizing the results of the survey the following key competencies and associated value-added behaviors for a Career Navigator were identified:

**Navigator Key Competencies:**

- **Accountable:** Demonstrates and communicates a high level of ownership and commitment to achieving participants career goals
- **Communication:** Listens; speaks and writes clearly and concisely
- **Composure:** Responds constructively to charged situations, high pressure and conflict
- **Decision Making:** Assesses the importance, urgency and risk associated with each situation and takes actions which are timely and in the best interests of the participant and organization
- **Goal Setting:** Increases effectiveness by setting SMART \* Goals
- **Building Relationships:** Initiate and support working relationships that provide mutual benefit to participants and others.

*(See Appendix C for Key Navigator Assessment Tool)*

## 2 WISE College Program Offerings and Contact Information

The ability to network and share best practices is an important tool for career navigators. It also allows navigators to share program offerings from multiple colleges as they market and recruit WISE participants. Below is summary information for each WISE College, the WISE program offerings, and the contact information for each location.

### 2.1 Bates Technical College

#### 2.1.1 Diesel and Heavy Equipment Technology Program

This program is designed to prepare individuals for employment in the diesel and heavy equipment industry, diagnosing, repairing, and rebuilding components of diesel-powered vehicles in an on-campus shop setting. Local industry training partnerships provide practical experience that enhances student instruction. Graduates may find employment as technicians in diesel and heavy duty apprenticeships, working with on/off highway trucks, construction equipment, hydraulics, material handling equipment, agricultural equipment, power generation equipment, marine diesel applications, and utilities. With instructor permission advanced courses may be completed through work-based learning agreements with industry. The program also includes an Operating Engineers Mechanics apprenticeship training option. The AAS degree articulates to BAS programs at Centralia College and Montana State University – Northern.

Options:

- Associate of Applied Science Degree – Diesel and Heavy Equipment Technology (105 credits)
- Certificate of Competency – Diesel Service Technician (75 credits)
- Certificate of Training – Truck and Heavy Equipment Electrical Systems (15 credits)
- Certificate of Training – Diesel Engines (13 credits)
- Certificate of Training – Heavy Duty Truck Drive Trains (15 credits)

- Journey Level Certificate – Operating Engineer - Mechanic

### 2.1.2 Electrical Construction Program

This program is designed to prepare students for positions in electrical construction requiring licensure as an electrician through the Washington Department of labor and industries. The program hours are applicable towards licensure requirements under agreement with L&I. The program length is nine academic quarters and day and afternoon/evening options are available.

**Options:**

Associate of Applied Science Degree – Electrical Construction (120-146 credits)  
 Certificate of Competency – Residential Electrician (67 credits)

### 2.1.3 Trades Occupations Opportunity Learning (TOOL) Center

This program is a 12 week pre-apprenticeship building and construction trades program with classes beginning every three months. This curriculum was developed by the TOOL Center Consortium, which includes representation from registered apprenticeship programs and building trades industry partners. It is based on the Building *Trades Multi-Craft Core Curriculum* and also incorporates sections of the Lincoln Electric welding training, Sellen’s *Green Building Safety Training*, *Financial Tools for the Trades*, and coursework offered at Bates Technical College. The program teaches Skill basics and occupational standards for trades including carpenter, mason, ironworker, laborer, painter, plumber, sheet metal worker, operating engineer, and electrician. The program also teaches essential skills including communication, time management, customer service, team building and leadership. The program is recognized as a pre-apprenticeship training program by the Washington Department of labor and Industries.

**Credentials:**

Certificate of Training – Multi-Craft Trades (10 Credits)  
 Certificate of Training – Forklift Operator (1 credit)  
 Certificate of Training – Flagger (1 credit)

Address	Project Manager	WISE Navigator	WISE Coordinator
Bates Technical College South Campus 2201 South 78 <sup>th</sup> Street Tacoma, WA 98409	Michael Brandstetter <a href="mailto:mbrandstetter@bates.ctc.edu">mbrandstetter@bates.ctc.edu</a> (253) 680-7555	Christina Jobe <a href="mailto:cjobe@bates.ctc.edu">cjobe@bates.ctc.edu</a> (253) 680-7565	Tami Breckenridge <a href="mailto:tbreckenridge@bates.ctc.edu">tbreckenridge@bates.ctc.edu</a> (253) 680-7564

## 2.2 Centralia College

### 2.2.1 Power Operations AAS Degree Program

The Power Operations AAS Degree program prepares students to compete for employment in the Power Generation Industry. Centralia College is designated as Washington State's Center of Excellence for Energy Technology and is supported by statewide energy industry and labor leaders. The Energy Technology degree offers coursework in traditional sources of power generation as well as renewable energy and energy efficiency. The program prepares students for entry level positions such as power plant assistant control operator, technician, and other high voltage apprenticeships.

Students who successfully complete this program should be able to:

- Understand and operate electrical systems.
- Understand the components used in the transmission of electricity.
- Specialize in either power generation, power transmission, metering, substation operations, plant mechanics, or boiler operations.

Address	WISE Grant Manager	WISE Program Manager WISE Program Navigator
Pacific Northwest Center of Excellence for Clean Energy Centralia College, 600 Centralia College Blvd Centralia WA 98531	Anthony Valterra (360)-807-4087 ext. 2 <a href="mailto:avalterra@centralia.edu">avalterra@centralia.edu</a>	James Hovis, Program Manager <a href="mailto:jhovis@centralia.edu">jhovis@centralia.edu</a> (360)-807-4087 ext. 5  Cindy Meyer, Navigator (360) 790-6389 <a href="mailto:cindyretcs@gmail.com">cindyretcs@gmail.com</a>

## 2.3 Everett Community College

### 2.3.1 Technical Customer Service Representative

#### WISE Program Description:

As part of the Business Technology program, the Technical Customer Service Representative (TCSR) career pathway provides opportunities to develop introductory skills through a three quarter/nine-month certificate program. Courses foster development in computer fundamentals, software applications, business communications, business math, interpersonal and team development skills and customer relations. This certificate program prepares students for technology support positions in a wide variety of technical customer service settings. With curriculum vetted through local industry partners, students gain training in skills that are vital to these fast-paced and steadily growing industry-specific positions.

#### WISE Program Learning Outcomes:

Students who complete this career pathway should be able to:

- Recognize and articulate the principles of clear thinking, awareness of audience, appropriate conventions of format, structure, and language through their verbal and written communication.

- Demonstrate phone and email service skills and abilities that include customer service marketing and business communication.
- Demonstrate the skills necessary to work as an effective team member in a highly-charged work environment.
- Work effectively with diverse internal and external customers.
- Input, manage, and interpret information and solve business problems in a variety of customer service settings using computer technology.
- Make decisions and complete tasks and projects through critical thinking, and analytical and quantitative skills.

Address	WISE Grant Manager	WISE Grant Student Navigator
2000 Tower St. Everett,WA 98201	Sue Bradshaw <a href="mailto:sbradshaw@everettcc.edu">sbradshaw@everettcc.edu</a> 425-388-9196	Deborah Tugaga <a href="mailto:dtugaga@greenriver.edu">dtugaga@greenriver.edu</a> 253-833-9111 x5056  Jill Thornton <a href="mailto:jthornton@everettcc.edu">jthornton@everettcc.edu</a> 425-388-9932

### 2.3.2 Metallurgy for the Trades

#### WISE Program Description:

Metallurgy for the Trades is a two quarter class that has been added to an already robust welding program to provide additional skill training as requested by industry.

Metallurgy 151 is the study of metallurgical terms as applied to carbon steels. It includes the study of the properties of metals, phase changes, melting and solidification rates, weld bead metallurgy, and heat affected zones. This course also includes alloying elements, their effects on weld material and the distortion of materials due to thermal conditions. An introduction to flame straightening techniques completes the course. Lab activities include the introduction to Heat Treat equipment, Safety Protocols for the Lab and analyzing results of various heat treatments on carbon steels.

Metallurgy 153 covers the basic metallurgy and heat treatment of stainless steels and aluminum. This class includes the material designation systems, filler metal selection and designation, welding procedures common to non-ferrous metals. This course also includes 40 hours of heat Treat Lab activities on these materials in all conditions including “as welded”.

#### WISE Program Learning Outcomes:

Students who complete these two courses should be able to:

- Define common metallurgical terms
- Describe the process of melting and solidification
- Describe the process of material segregation and its effects

- List primary alloying elements used in the production of carbon steels and their effects
- List the primary causes of welding distortion and the remedies for them.
- Conduct various heat treatments of carbon steels
- Analyze outcomes of heat treatments on carbon steels
- Record and graph results of heat treatments
- Describe the aluminum alloy designation system
- Describe the stainless steel alloy designation system
- Select the correct welding process for each material including correct filler materials and other consumables for each material.
- Perform various heat treatments on stainless steels and aluminum alloys including use of cryogenics.
- Analyze, measure and record results of heat treatments

Address	WISE Grant Manager	WISE Grant Student Navigator
2000 Tower St. Everett, WA 98201	Sue Bradshaw <a href="mailto:sbradshaw@everettcc.edu">sbradshaw@everettcc.edu</a> 425-388-9196	

### 2.3.3 National Career Readiness Certificate (NCRC)

#### WISE Program Description:

ACT's National Career Readiness Certificate (NCRC) is a portable credential that demonstrates achievement and a certain level of workplace employability skills. To earn an NCRC, an individual must successfully complete three ACT WorkKeys assessments in the following areas:

- Applied Mathematics
- Locating Information
- Reading for Information

WorkKeys assessments measure “real world” skills that employers believe are critical to job success. Test questions are based on situations in the everyday work world. This credential is used across all sectors of the economy and verifies cognitive skills such as: problem solving; critical thinking; reading and using work-related text; applying information from workplace documents to solve problems; applying mathematical reasoning to work-related problems; setting up and performing work-related mathematical calculations; and comparing, summarizing, and analyzing information presented in multiple related graphics.

#### Benefits of Earning a NCRC:

- Confidence that foundational skills meet the needs of local employers
- Ranking above other job applicants lacking an NCRC
- Better understanding of employers’ requirements for job performance
- Determining skill improvements and training opportunities
- Realizing opportunities for career advancement and promotions

- Demonstrating on a resume an understanding of skills employers want
- The NCRC gives an employer additional insight into your qualifications
- Demonstrates your willingness and ability to prove the skills important to today's workplace

Address	WISE Grant Manager	WISE Grant Student Navigator
2000 Tower St. Everett, WA 98201	Sue Bradshaw <a href="mailto:sbradshaw@everettcc.edu">sbradshaw@everettcc.edu</a> 425-388-9196	

## 2.4 Green River Community College

The **outcomes and values** that students can receive from our program are: commitment to excellent customer service skills, knowledge of current computer software, leadership, critical thinking and conflict management skills, computer literacy, and direct navigation services for students that include support services (academic and personal), job preparation assistance, connections to employer partners, and career tracking up to nine months after completion.

### 2.4.1 Maintenance Mechatronics Certificate Program

Maintenance Mechatronics (MTX) is a dynamic and challenging profession that is driven by industries' evolving changing technologies. Our MTX program is designed to prepare students to safely and efficiently manage the complex maintenance needs of industry. Participants will learn the fundamental processes involved in the maintenance and repair for industrial machinery. This course focuses on understanding the various types of energies that animate tools and machinery. We provide two stackable certificates that are each 13 credit one quarter class. These certificates may apply towards the MTX Applied Associates of Science Degree.

### 2.4.2 Customer Services Representative Certificate Program

The Customer Services Representative Certificate Program, which is integrated within the business Marketing & Entrepreneurship Program, is a short-term (three quarter) training program designed for students who enjoy working with people to solve problems in a positive way, and who also want to gain a solid foundation in business marketing and entrepreneurship. The program has been carefully planned by education professionals and a community advisory board of specialists from industry, government, and the nonprofit sectors. The program also offers various opportunities to associate with industry professionals and gain hands-on experience with the latest technology in the field. Several classes may apply toward the AA or BAS degree.

Contact Information:

Address	WISE Grant Manager	WISE Program Navigator
Green River College – Kent Campus 417 Ramsay Way, Kent, WA 98032	Gregg Sapp (253) 833-9111 x5014	Deborah Tugaga (253) 833-9111 x5056

	gsapp@greenriver.edu	dtugaga@greenriver.edu
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## 2.5 Renton Technical College

### 2.5.1 Commercial Building Engineering Program

This program is designed so students can enroll for mornings, afternoons, or evenings to better fit their working schedule. Instruction areas include refrigeration and building systems, boiler operations, and hazardous waste management. Students learn to regulate and maintain heating, cooling, and ventilation systems for commercial buildings. An emphasis is placed on practical experience and hands-on training whenever possible. This program is a recognized “School of Technology” by the cities of Seattle and Tacoma advisory boards. This program offers a Commercial Building Engineering certificate of completion and an Associate of Applied Science degree in Commercial Building Engineering.

**Options:**

Certificate of Completion- Commercial Building Engineering (129 credits)

Associate of Applied Science Degree-Commercial Building Engineering (149 credits)

### 2.5.2 Industrial Engineering:

This program is designed so students can enroll for mornings, afternoons, or evenings to better fit their work schedule. Instruction areas include electrical; refrigeration; boiler operations; basic welding, brazing and pipe sweating; programmable logic controls; and mechanical maintenance. Students learn to maintain, troubleshoot and repair equipment for industrial environments such as bakeries, breweries, and candy companies. An emphasis is placed on practical experience and hands-on training whenever possible. This program is a recognized “School of Technology” by the cities of Seattle and Tacoma advisory boards. This program offers an Industrial Engineering certificate of completion and an Associate of Applied Science degree in Industrial Engineering.

**Options:**

Certificate of Completion-Industrial Engineering (128 credits)

Associate of Applied Science Degree-Industrial Engineering (148 credits)

### 2.5.3 Stationary Engineering:

This program prepares students for entry level positions to regulate and maintain equipment such as boilers, chillers, heat pumps, generators, and turbines used in large buildings to supply heat, air conditioning, ventilation or power. This training program also prepares students to pass boiler operator licensing and refrigeration licensing tests.

**Options:**

Certificate of Completion-Stationary Engineering (90 credits)

Associate of Applied Science Degree-Stationary Engineering (110 credits)

### 2.5.4 Construction Management Program

Prepare for careers in construction management as a project manager, superintendent, estimator, safety officer, and other administrators. Students learn estimating, scheduling, project management, human resources management, and other skills that are critical in the construction management field. Students can enroll on a part-time or full-time basis, and can earn a certificate of an Associate of Applied Science (AAS) degree.

**Options:**

Leadership in the Trades Certificate (15 credits)

Certificate of Completion-Construction Management (75 credits)

Associate of Applied Science Degree- Construction Management (90 credits)

### 2.5.5 Construction Trades Preparation Program

The Construction Trades Preparation program is the entry point for the Welding and MART programs. This program is offered at Renton Technical College, and through a collaborative program agreement with South Seattle College and the Tulalip Tribe. It satisfies elective credits for the Commercial Building and Construction Management programs. Students also gain skills for apprenticeship or entry-level employment in construction, manufacturing, maintenance, and related industries. Courses incorporate theory and hands-on application in a variety of trades including electrical, plumbing, carpentry, masonry, and sustainable building practices. Course work also includes safety standards training, trades math, writing a resume, cover letters, and preparing for job interviews. Students receive industry certifications for Industrial First Aid/CPR, OSHA 10, powder-actuated tools, traffic control, and forklift operation. One of the program's goals is to train a diverse workforce, increasing the number of women and people of color who are ready to enter apprenticeships, construction-related professional-technical programs, and trades positions. Students must first complete Core Construction Trades Preparation Certificate to matriculate into either of the Welding, MART or College to Apprenticeship concentrations. The student will receive a certificate of completion aligned with his or her program intent.

**Options:**

Core Construction Trades Preparation Certificate (14 credits)

Certification of Completion-Welder Helper Certificate (17 credits with core)

Certification of Completion-Major Appliance Repair Technology (MART) and College to Apprenticeship Certificate (24 credits with core)

Optional Certification of Completion-College to Apprenticeship Pathway (24 credits + 5 optional cooperative experience credits)

## 2.5.6 Major Appliance and Refrigeration Technology Program

### 2.5.6.1 Laundry Major Appliance Technology:

This program offers practical technical training in the repair and troubleshooting of all domestic and light commercial laundry appliances. Instruction is designed to duplicate conditions and requirements experienced by a technician working in the field. Emphasis is on developing a thorough understanding of electrical and mechanical theory through classroom experiences and practical application. Proficiency is developed by using test equipment to improve diagnostic and repair techniques. Students are introduced to all aspects of the industry including parts procurement, work order/parts development, and industrial communications. This program is approved as an electrical specialty training school for Appliance Repair (07D) by the Washington State Department of Labor and Industries, Electrical Section. This program is accredited by the Professional Service Association, a national appliance industry organization.

#### **Options:**

Certificate of Completion-Laundry Major Appliance Technology (80 credits)

Associate of Applied Science Degree- Laundry Major Appliance Technology (100 credits)

### 2.5.6.2 Kitchen Major Appliance Technology:

This program offers practical technical training in the repair and troubleshooting of all major kitchen appliances. Instruction is designed to duplicate conditions and requirements experienced by a technician working in the field. Emphasis is on developing a thorough understanding of electrical and mechanical theory through classroom experiences and practical application. Proficiency is developed by using test equipment to improve diagnostic and repair techniques. Students are introduced to all aspects of the industry including parts procurement, work order/parts development, and industrial communications. This program is approved as an electrical specialty training school for Appliance Repair (07D) by the Washington State Department of Labor and Industries, Electrical Section. This program is accredited by the Professional Service Association, a national appliance industry organization.

#### **Options:**

Certificate of Completion-Kitchen Major Appliance Technology (77 credits)

Associate of Applied Science Degree- Kitchen Major Appliance Technology (97 credits)

### 2.5.6.3 Major Appliance and Refrigeration Technology

This program offers practical technical training in the repair and troubleshooting of all major appliances. Instruction is designed to duplicate conditions and requirements experienced by a technician working in the field. Emphasis is placed on developing a thorough understanding of electrical, mechanical, and refrigeration theory through classroom experiences and practical application. Proficiency is developed by using test equipment to improve diagnostic and repair techniques. Students are introduced to all aspects of the industry including parts procurement, work order/parts development, and industrial communications. This program is approved as an electrical specialty training school for Appliance Repair (07D) by the Washington State Department of Labor and Industries, Electrical Section. This program is accredited by the Professional Service Association, a national appliance industry organization.

**Options:**

Certificate of Completion-Major Appliance and Refrigeration Technology (156 credits)  
 Associate of Applied Science Degree-Major Appliance and Refrigeration Technology  
 (176 credit)

**2.5.6.4 Refrigeration Technology-Domestic/Commercial:**

This training program for Refrigeration Technicians enables students to develop the skills necessary to work as domestic or commercial service technicians on refrigeration, air conditioning and heat pump systems. Emphasis is placed on developing a thorough understanding of electrical and refrigeration theory through classroom experiences and practical application. Service, repair, and troubleshooting techniques are taught on late model equipment in a fully equipped training facility. Students are taught how to safely handle, store, and dispose of CFC refrigerants, (HCFC & HFC refrigerants if emphasis on Commercial) according to EPA requirements, related to diagnostic, service, and repair procedures. Technical proficiency and competency are developed by using test and service equipment to improve diagnostic and repair techniques. Laboratory experience helps develop skills in brazing and soldering of copper, steel, and aluminum. This program is approved as an electrical specialty training school for Appliance Repair (07D) by the Washington State Department of Labor and Industries, Electrical Section. This program is accredited by the Professional Service Association, a national appliance industry organization.

**Options:**

Certificate of Completion-Refrigeration Technology-Domestic (81 credits)  
 Associate of Applied Science Degree-Refrigeration Technology-Domestic (101 credits)  
 Certificate of Completion-Refrigeration Technology-Commercial (81 credits)  
 Associate of Applied Science Degree-Refrigeration Technology-Commercial (101 credits)

**2.5.7 Welding Program**

This program is designed to prepare welders for job entry in most phases of the welding industry. The certifications in this program are progressively sequenced for multiple completion points, and the student must take each certification in order, unless prior learning is deemed satisfactory. Classroom and practical experience is offered in the seven most common manual and semi-automatic welding processes; OFW (gas), SMAW, GMAW, FCAW, GTAW, SAW (arc) (MIG and TIG) welding. The instruction in this program is hands on individualized as well as group lessons. Previous experience determines a student's starting point. A student's motivation and ability to move through the program competencies will determine the level of achievement in each welding process. Washington state welder certification, WABO (Washington Association of Building Officials) is available in six of the arc welding processes. This program articulates with Tech Prep programs through the Puget Sound Dual Credit Career Consortium.

**Options:**

Welder Helper Certificate (17 credits)  
 Entry Welder Certification (51 credits)  
 Certified Welder Certification (82 credits)  
 Welding Certificate of Completion (107 credits)

Welding Associate of Applied Science Degree (127 credits)

**Contact Information:**

Address	WISE Grant Project Manager	WISE Grant Project Coordinator	WISE Grant Student Navigator
Renton Technical College 3000 NE 4 <sup>th</sup> Street, Renton, WA 98056	Lucius Martin <a href="mailto:lmartin@RTC.edu">lmartin@RTC.edu</a> 425-235-2352 x5317	Anna Bennett <a href="mailto:abennett@RTC.edu">abennett@RTC.edu</a> 425-235-2352 x2161	Adria Harris <a href="mailto:aharris@RTC.edu">aharris@RTC.edu</a> 425-235-2352 x5319

**2.6 Shoreline Community College ( Advanced Manufacturing Programs in CNC Machinist Certification and Short Term Certificates in Additive Manufacturing (3-D Printing), Machine Maintenance, and Quality Assurance.)**

**2.6.1 CNC Machinist Program**

Shoreline Community College offers a nationally accredited, intensive program designed to prepare qualified individuals for entry into the job market as a Computer Numerical Control (CNC) Machinist. Instruction covers programming and basic set up and operation of CNC machines, blueprint reading, shop mathematics, machine tool theory, inspection, surface plate techniques, and Statistical Process Control. Our program has two instructors in the same classroom(known as the I-BEST model); one to teach technical skills, and one to teach basic skills like English or math.

**2.6.2 Additive Manufacturing (3-D Printing) Program**

This program discusses 3-D printing and rapid prototyping, including the processing of suitable CAD models, current rapid prototyping fabrication techniques, secondary processing, and the impact of 3D printing technologies on a society.

**2.6.3 Machine Maintenance Program**

Maintenance practices, including: safety, plan development and implementation, technical documents, machine systems, measurement, alignment, coolants and lubricants, conduct and documentation of periodic checks, inspection, troubleshooting, and monitoring of machine operation.

**2.6.4 Quality Assurance Program**

This program offers an overview and awareness of the concepts, theory, and practice of quality as it relates to today's machining environment.

Address	WISE Grant Manager	WISE Grant Project Coordinator	WISE Student Navigator
16101 Greenwood Ave N Shoreline, WA 98133	Name: Lauren Hadley Email: lhadley@shoreline.edu Phone: 206-533-6725	Name  Email  Phone	Name: Alex Osenar Email: aosenar@shoreline.edu Phone: 206-533-6657

## 2.7 South Seattle College

### 2.7.1 The Industrial Manufacturing Academy

The Industrial Manufacturing Academy is a short-term training program designed for entry-level and reentering professionals wanting to update and expand their skill set in the world of diversified and advanced manufacturing. In recent years the manufacturing industry has provided stable livable wage jobs for many residents of the Puget Sound. With manufacturing on the rise, this short-term professional technical certificate supports introductory skill building in new and traditional manufacturing techniques. Through a combination of industry recognized certifications, college credits, applied learning, and job readiness training, the Industrial Manufacturing Academy successfully places graduates into living wage jobs or further education.

With four classes completed and a fifth running now, the goals of this program are coming to fruition: to build a 21st century workforce to fill entry-level manufacturing positions, to provide long-term family wage employment, and to support educational and career ladders for graduates in the diverse world of manufacturing. Curriculum content was developed in partnership with the Aerospace Joint Apprenticeship Committee (AJAC), and local employers, ensuring it is relevant, meets industry needs, and aligns with state standards for manufacturing. Students have the opportunity to interact with employers throughout the program, including entry interviews, industry tours, and a job fair where invested employers offer employment upon graduation.

The result of the Academy is a skilled pipeline of entry level workers to support the growing number of industrial manufacturing jobs in the region. In addition, the Academy provides students a pathway to enter into apprenticeship or continue their education within the state’s community and technical college system. Credits earned in this program transfer into other industrial educational pathways at in the Seattle Community College District and other college in the state, including welding, composites, and HVAC. Successful completion of the Industrial Manufacturing Academy also satisfies the minimum requirements for entry into the Aerospace Joint Apprenticeship Committee’s programs.

28 College Credits along with Certifications in:

- Forklift
- Traffic and Flagging
- Industrial CPR/First Aid

Training includes –

- Lean Manufacturing
- Math for Technicians
- Manufacturing Tools & Trades

- OSHA 30

Address	Director of Special Projects	WISE Grant Navigator
South Seattle College Georgetown Campus 6737 Corson Avenue South Seattle, WA 98108	Jason Petrait <a href="mailto:Jason.petrait@seattlecolleges.edu">Jason.petrait@seattlecolleges.edu</a> <a href="tel:206-934-6865">206-934-6865</a>	Mary Lockman <a href="mailto:Mary.Lockman@seattlecolleges.edu">Mary.Lockman@seattlecolleges.edu</a>

## 2.8 Walla Walla Community College

### 2.8.1 Electrical Technology Program

The Electrical Technology Program at Walla Walla Community College aims to provide technical education for students that are eager to be involved with the growth of the Electrical Industry. Students will be trained to enter the workforce as an entry level technician. The program will provide students with the understanding of how to work safely in a Residential, Commercial, and Industrial work environment.

#### Program Outcomes

- Ensure a safe work environment and meet safety standards.
- Demonstrate a strong foundation in Electrical Machinery.
- Install, Troubleshoot and Repair Electrical Systems.
- Maintain tools, equipment, and inventory.
- Interact and communicate with coworkers, suppliers, customers, and contractors.
- Adhere to policies and standards
- Conduct training and participate in continuous learning.

#### Degree Options

The Associate in Applied Arts and Sciences Degree in Electrical Technology is awarded for successful completion of a two-year program of study. Students may also earn a one-year certificate by successfully completing course requirements.

#### Certification

- Industry OSHA-10 Safety certificate
- CPR, Medic First Aid and AED certificate
- Washington State Electrical Training Card

### 2.8.2 **Energy Systems Technology: Heating, Ventilating, Air Conditioning, and Refrigeration (HVACR) Program**

The Energy Systems Technology - Heating, Ventilating, Air-Conditioning, and Refrigeration (HVACR) Training program at Walla Walla Community College provides the technical education for students that are eager to be involved in a growing and sustainable industry that affects every aspect of our lives. Students will be trained in theory and application to enter the workforce as an entry level technician. The program will provide students with the understanding of electrical, mechanical, energy conservation and environmental responsibility to work safely in residential, commercial, and industrial HVACR work environments.

#### **Program Outcomes**

- Provide students with marketable technical and interpersonal skills for the HVACR trade, resulting in career placement, with potential for advancement.
- Provide environmental and workplace training that meets appropriate industry local, regional and federal standards.
- Develop students' developmental problem-solving abilities through interactive media, troubleshooting, instructional lectures, hands-on labs, and assigned project completion.
- Assess student preparedness through online, verbal, written, lab tests, and national certification exams.
- Acquire appropriate licenses, certificates and degrees upon exiting Walla Walla Community College.

#### **Degree Options**

An Associate in Applied Arts and Sciences (AAAS) in Heating Ventilating Air-Conditioning and Refrigeration is available upon completion of the two-year program of study. Also, the HVACR Certificate is available upon completion of the one-year program of study..

#### **Certification**

- Washington State LNI-Electrical Trainee Card, 1419 hours 06A with AAAS Degree
- OSHA-10 Construction Safety Certification, Required for One Year Certificate
- First Aid-CPR-AED Certification, Required for One Year Certificate
- EPA-608 Refrigerant Handler Technician Certification, Required for One Year Certificate
- Electrical Employment Ready (ER) Certification, Required for One Year Certificate
- Air Conditioning ER Certification, Required for One Year Certificate
- Electric Heat ER Certification, Required for AAAS Degree
- Gas Heat ER Certification, Required for AAAS Degree
- Heat Pump ER Certification, Required for AAAS Degree
- Light Commercial Refrigeration ER Certification, Required for AAAS Degree
- TracPipe Certification, Required for AAAS Degree

### 2.8.3 **Industrial Maintenance:**

The Energy Systems Technology Program at Walla Walla Community College aims to provide technical education for students that are eager to be involved with the growth of the Industrial/Electrical/Mechanical industry. Students will be trained to enter the workforce as

an entry level technician. The program will provide students with the understanding of how to work safely and efficiently.

### **Degree Options**

The **Industrial Maintenance Certificate** is available upon completion of the one-year program of study.

### **Certification**

Industry OSHA-10 Safety certificate CPR, Medic First Aid and AED certificate

## **2.8.4 Wind Energy**

The Wind Energy Technology Program at Walla Walla Community College aims to provide technical education for students that are eager to be involved with the growth of the wind turbine industry. Students will be trained to enter the workforce as an entry level technician. The program will provide students with the understanding of how to work safely in a shop / turbine, and work with environmental stewardship.

### **Program Outcomes**

- Ensure a safe work environment and meet safety standards.
- Demonstrate a strong foundation in electrical, mechanical, and hydraulic systems.
- Troubleshoot and repair wind turbines.
- Maintain wind turbines (reliability and optimization).
- Maintain tools, equipment, and inventory.
- Interact and communicate with coworkers, suppliers, customers, and contractors.
- Adhere to policies and standards.
- Conduct training and participate in continuous learning.

### **Degree Options**

Students may earn an **Associate in Applied Arts and Sciences** degree in **Wind Energy Technology**. A one-year certificate is also available in Wind Energy Technology.

### **Certification**

- Industry OSHA-10 Safety certificate
- CPR, Medic First Aid and AED certificate
- Climbing competency and rescue training card

## **2.8.5 Carpentry**

The Carpentry Program allows students a comprehensive educational experience using current industry standards applied to the carpentry curriculum. To allow students the most hands-on experience with a wide variety of tasks to gain a widespread knowledge of carpentry and complete construction of a house.

## Program Outcomes

- Provide students with marketable technical and interpersonal skills in the trade, resulting in career placement.
- Provide training in environmental and work place safety that meets appropriate industry standards.
- Educate and graduate students who possess the knowledge and skills necessary to be successful in the construction industry.
- Continue to keep the Carpentry curriculum current with industry practices and standards based on input from the advisory committee.
- Provide students with the opportunity to complete a state-of-the-art home with all the latest Green Building standards and International Building Codes met.

## Degree Options

Students may earn an **Associate in Applied Arts and Sciences Degree in Carpentry** upon completion of the two-year program of study. This degree will prepare students to take the journeyman carpenter examination. A **Carpentry Certificate**, is available upon completion of the first year of study in the program.

Address	WISE Grant Project Manager	WISE Grant Navigator
500 Tausick Way Walla Walla, WA 99361	Gwendolyn Dentinger <a href="mailto:Gwendolyn.dentinger@wwcc.edu">Gwendolyn.dentinger@wwcc.edu</a> (509) 524-5189	Gwendolyn Dentinger <a href="mailto:Gwendolyn.dentinger@wwcc.edu">Gwendolyn.dentinger@wwcc.edu</a> (509) 524-5189

## 3 The Role of a Navigator

Career Navigators perform a variety of duties as they empower WISE participants to succeed in the completion of college programs and in the pursuit of career pathway goals and employment. Following are the key roles of Career Navigators.

### 3.1 Student Outreach/Recruiting/Marketing

One important role of a Career Navigator is student recruitment and marketing of the WISE college programs. This section focuses on the marketing tools and relationship-building skills needed to bring this about.

(Walla Walla): Attending job fairs, going into the classrooms and the area schools and providing one on one information to students. Placing sandwich boards in the community that have our program information on them, hanging flyers around town, using our college reader board and providing my contact information on the boards, and radio, newspaper and television ads on the local stations.

(RTC): Informed community based organizations of WISE Project supported programs. Informed campus community of WISE Project supported programs. Attend career fairs; RTC Basic skills and RTC outreach promote WISE Project program brochures. Inform industry partners of WISE Project Supported programs. Met with Worksource Renton and Auburn, Workforce Development Council King County, WA state Labor Council and TAA ESD partners to promote programs. Facilitated information sessions with YouthSource. Met with local unions to promote programs.

### **3.1.1 Develop Marketing Materials**

Consortium partners utilize websites, social media, and traditional marketing techniques such as flyers and outreach events to market their WISE programs to potential students.

(GRCC):

- GRCC WISE Website: <http://www.greenriver.edu/academics/areas-of-study/details/business-marketing-and-entrepreneurship/wise-grant.htm>
- GRCC Flyer – GRCC developed a marketing flyer for their WISE CSR Program – See Appendix C.

(Walla Walla): Work with our media department and I also have created materials using Microsoft Word and Publisher.

(RTC): RTC Marketing staff create all flyers for WISE Project supported programs

## **3.2 Workforce System Liaison to Identify and Recruit Participants (GED completers, workforce center clients, high school graduates, etc.)**

GRCC: We work closely with GRC's Workforce, Veteran's Services, Business Marketing and Entrepreneurship classes, Master Achiever Center for Pre-College & Basic Skills, and Career & Advising departments to do presentation and recruit students.

Walla Walla: I have presented to groups of individuals from WorkSource, the ABE programs, area schools, DSHS, and other area partners.

## **3.3 Connecting with Potential Employers**

Connecting students to employment opportunities is one of the most important aspects of career navigation. The following information contains essential tools to build this portion of the career navigation process.

(GRCC): We've connected with employer partners via email, job fairs, and meetings one-on-one.

(Walla Walla): I connect with employers on a daily basis. I do stop and drops at employers business, cold calling, emailing, and social media websites.

(Centralia): PNCECE utilizes strong relationships with energy employers to connect students to information about clean energy jobs and trends. The Career Navigator teaches students how to become informed of this information by utilizing the PNCECE Job Board and the PNCECE Facebook page. In addition, the Career Navigator connects students to resources available via WorkSource and via Centralia College Student Services Department.

- Introduction to Northwest Center for Clean Energy (PNCECE) COE Job Board: <http://cleanenergyexcellence.org/JobBoard/>
- Introduction to PNCECE Facebook: <https://www.facebook.com/PNCECE>
- PNCECE Job Seeker Workshop, with industry panel and training (See Appendix C for Flyer)
- Presentation by WorkSource (Lewis County) and connection to WorkSource resources: <http://www.wa.gov/esd/ws/lewis/>
- Connection to information about Centralia's Job Fair organized by Centralia College Student Services Department. (See Appendix C for Flyer)
- Connection to other employment information via email and links for PNCECE Facebook page.
- Connection to information about ONET: <https://www.onetonline.org/>

(RTC): Reached out the potential employers through LinkedIn, phone calls and emails to participate on our advisory committees for WISE Project supported programs and connect them to college campus. Recruited members for Welding, Construction Management, Construction Trades Preparation and Commercial Building and Engineering.

### **3.4 Business and Industry Liaison**

(GRCC): We have active partnerships with BECU, Xerox, Orion, Comcast, and Technical Cable Applications, as well as established contacts with other employers.

(Centralia): Pacific Northwest Center of Excellence for Clean Energy (PNCECE) is led by an advisory board that includes regional consumer-owned and investor-owned utilities; a federal power-marketing administration (the Bonneville Power Administration); organized labor; a national laboratory (Pacific Northwest National Laboratory); community and technical colleges and universities; and workforce and economic development councils.

(Walla Walla): I contact employers when problems arise via telephone, email and meetings.

(RTC): Advisory committees

### **3.5 Organized Labor Liaison**

(Centralia): Work with individual labor union locals, Joint Apprenticeship Training Councils (JATC) and representative labor organizations to design programs to connect people seeking craft trade career options to worker-centered and employment-focused organizations and programs that develop preparatory knowledge and skills linked to associated pre-apprenticeship pathway jobs and apprenticeships that lead to journey level craft trades occupations.

In addition, provide educational and technical services that connect program completers to offerings provided by local unions, community-based organizations, and public institutions in a broad range of topical areas of credit and non-credit open-enrollment classes, workshops, and conferences.

### **3.6 Job Search Resource: Awareness of Industry Employment Opportunities**

(GRCC): Through the relationships we've built with potential employers, we make sure to check in with our contacts about upcoming jobs that our students can apply for. We are currently working with the GRCC's IT Department to create a database of jobs that our WISE students can access to help with their job search. We are also connecting with Xerox to provide an interview workshop for our students.

(Centralia): The Career Navigator uses the PNCECE Job Board and Facebook, website searches, partnerships with WorkSource staff, and faculty and PNCECE relationships with potential employers to receive information about job opportunities.

(Walla Walla): Before the Navigator began the Director of the program had a plethora of industry contacts now when the Director receive information from industry he disseminates it to me.

(RTC): Our advisory committees meet quarterly and inform us of employment needs and industry trends

#### **3.6.1 Planning/Organizing Employer Visits**

(GRCC): We are finalizing our CSR Lab before we organize Employer visits.

(Centralia): PNCECE has built strong relationships with industry partners and provides opportunities for students to connect with employers; for example, PNCECE utilizes an industry panel during a Job Seeker Workshop. Centralia College Student Services Department connects with employers for an annual job fair. The Career Navigator uses these resources, and continues to build relationships (WorkSource, PacMtn), relationships to connect students to employment. WorkSource and PacMtn representatives provided an in-class presentation to students on job resources and training.

(Walla Walla): If we feel the need to see an employer or meet with an employer I contact them and make an appointment and then send them an Outlook invite. If I am going to another area with in my region I contact employer and make an appointment.

(RTC): Reach out to advisory committee members by phone, email or LinkedIn advisory to set up site visits. Also, invite industry partners to do presentations in classroom.

### **3.7 Case Manager**

Direct student support is essential in eliminating barriers to student success/employment. Based on identified best practices, this section outlines specific aspects of successful case management.

(Walla Walla): I keep files on all the WISE student and update them as I need to. I also utilize ADP and place important notes in the system. I work closely with the instructors and as soon

as they notice any issues they notify me. I then assess the student and the issues at hand and go from there.

(Centralia): The Career Navigator uses case notes to record student interactions and immediately adds the information to the WISE Navigator Collection Data Collection document.

(RTC): Use Navigation tracker and case notes to document student meetings.

### **3.7.1 WISE Participant Intake Process**

(GRCC): Every second week of the quarter, we connect with faculty who are teaching required courses to reserve 5-10 minutes of their classes for our team to do in-class intake. Alternatively, if there is a schedule conflict or if faculty prefer, we have instructors conduct intake for their class. An online intake form has been developed, but not yet implemented.

(Centralia): At the beginning of the school year, the Career Navigator connects with faculty to conduct a short in-class intake in the classroom. The intake involves a short description of the W.I.S.E. grant and associated Career Navigation services and completion of the WISE participant intake form. At the beginning of each term, the navigator connects to faculty to determine whether there are any additional students enrolled in the Program.

It is helpful to schedule the training and resources available to students in advance in order to pass this information along to students at the beginning of each term.

(Walla Walla): At the beginning of Fall quarter we have a very large EST Orientation where all of our students are mandated to attend. While there they complete all the WISE paperwork and at that time I explain to them my role and the WISE program. If we have a new student enroll winter or Spring I meet with them one on one and go over the paperwork and ensure they have a complete understanding.

(RTC): Students complete WISE Project intake paperwork in a scheduled Orientation and Intake workshop at the beginning of each quarter.

### **3.7.2 Availability to Students**

(GRCC): My office hours throughout the week are: Monday & Tuesday, 2-4pm, and Wednesday & Thursday, 9-11am, or by appointment.

(Centralia): The Career Navigator connects to students each week by spending time in the classroom and staying after the class ends to answer questions or assist students. In addition, the navigator is available by appointment and via email. The navigator also communicates to students via the College online Canvas system.

(Walla Walla): My office is located in the area in which the WISE students are taught daily. My office is always open and students know they can stop by anytime and see me. If I am not in my office I have a sign on my door with my email and cell phone number. Students text and email me daily.

(RTC): Students see the Navigator in workshops or can schedule one-on-one meetings.

### **3.7.3 Assisting Students with Adult Education/GED Programs**

(Walla Walla): I work with the ABE program and I also have been presenting at the classes they hold at WorkSource. Anytime a student has an issue or question they contact me directly.

(RTC): We refer students to our Basic Skills department.

#### **3.7.3.1 High School 21 Program**

#### **3.7.3.2 Integrated Basic Education Skills Training (I-BEST)**

### **3.7.4 Assisting Students With Prior Learning**

#### **3.7.4.1 WISE Partner Assessment Process for Prior Learning**

##### **3.7.4.1.1 Bates Technical College**

##### **3.7.4.1.2 Centralia College**

##### **3.7.4.1.3 Renton Technical College (N/A per Navigator)**

##### **3.7.4.1.4 Green River Community College**

GRC has a standard procedure where our students can receive credits via Prior Learning Assessment by working with one of our faculty members who can evaluate students' experiences in accordance to the program's competencies. For more information please see our website: <http://www.greenriver.edu/academics/areas-of-study/details/prior-learning-assessment.htm>.

Our Customer Service Representative Certificate curriculum is in the process of developing a new competency based curricula. Our GRC WISE team is also developing a separate course dedicated to working in and running a contact center for our students.

### **3.7.5 Assisting Students with Apprenticeships**

#### **3.7.5.1 Washington State Labor Council**

#### **3.7.5.2 Washington Building Trades**

#### **3.7.5.3 Applying for Apprenticeship**

(Centralia): The Washington State Department of Labor and Industries maintains a list of current apprenticeship openings:

<http://www.lni.wa.gov/tradeslicensing/apprenticeship/programs/progopen/>

As the Career Navigator becomes aware of apprenticeship openings, a notice is sent via email to W.I.S.E. job seekers, with relevant links to information and/or attachments. Follow-up is conducted in the classroom and with individual students who express interest in the apprenticeship. The navigator provides assistance with the application process and with resume and cover letter writing/editing.

Note: It is helpful to join the LNI listserv to receive notices regarding apprenticeships:

<http://www.lni.wa.gov/Main/Listservs/Apprenticeship.asp>

(Walla Walla): When and if we have students who want to get into an apprenticeship I assist the students in getting their transcripts and many times they need course outlines and syllabus to provide to the unions. When a new student begins we highly recommend that they get their trainee card so their school hours can count towards their licensees.

(RTC): The Navigator assists student with complete the Apprenticeship application. The Construction Trades Preparation program offers a trades rotation for students that are interested.

### **3.7.6 Identify and Troubleshoot Barriers to Student Academic and Career Success**

(GRCC): Financial issues, transition to college, basic skills (e.g. how to study, time-management, language barriers, stress/anxiety management), failing or having to repeat required courses for program, cultural values and personal attitudes about education, lack of support from school, families, and community, lack of knowledge about resources available to students, personal crisis, lack of mentor/role model for student, overwhelming family responsibilities, and stigmas attached to receiving extra help.

(Centralia): The Career Navigator and Veteran Career Navigators work with students individually and conduct training to assist WISE students in identifying and overcoming barriers to academic and student success. The Career Navigator facilitates referrals.

(Walla Walla): Any time a student is struggling the instructors and students come to me. I complete an in depth interview with them and get to the root of the problem. When I meet with a student I immediately begin to figure out what I can do to assist them. Many many times I walk the student through the process and ensure any barriers that may arise are lifted. If I come to a road block I make certain it is overcome.

(RTC): Students will self-identify any issues that they would like assistance with and the Navigator will facilitate resource navigation and referrals. Also, instructors inform Navigator of students that are facing barriers.

## **3.8 “Wrap Around” Service Connector: College Support Services and Area Resources**

### **3.8.1 College Support Services**

(GRCC): Career & Advising Center, Kent campus Educational Planner, Master Achiever Center, Disability Support Services, Financial Aid, Office of Diversity, Equity and Inclusion, Outreach & Service Learning, TRiO Support Services, Veteran Services, Workforce Education.

(Walla Walla): I connect the students to the resources. I contact the resource or I go to the resource and meet and discuss how and what we can all do to assist the student. Many times I will assist with the paperwork and the process.

(Centralia): The Career Navigator connects students, as needed, to College support services, such as:

Financial Aid	Writing Center
Tutoring Center	Child Care Center
Veterans Services	Workforce Education
TRiO Support Services	Disability Support Services
Student Job Center	Academic Advising

(RTC): Navigator facilitates appropriate referrals.

### **3.8.2 Community Resources (Assistance with Housing, Food, Health Services, etc.)**

(GRCC): Department of Social Health Services, Cities of Auburn and Kent, King County Libraries, and Work Source.

(Centralia): During the WorkSource training session, W.I.S.E. participants receive a flyer which contains information about available community resources. In addition, as the Career Navigator becomes aware of student need for community resources, navigator makes appropriate connections and referrals.

### **3.8.3 Fostering Self-Advocacy, Confidence Building, Academic Persistence**

(GRCC): Some strategies that I've used to help my students foster self-advocacy, confidence building and academic persistence are:

1. When creating goals with my students, we focus on the reasons why having an education is important to them. Students are encouraged to create strategies around the barriers they are dealing with; hence they create their own attainable solutions to the barriers they once saw as unobtainable.
2. When students come to me with a problem (financial aid, academic support, job preparation), I always have a list of referrals available to my students. Beforehand, I have established relationships with my referrals, making sure that my students can be comfortable reaching out to my contacts. By doing this, I can refer my students to the services they seek, as well as advocate on behalf of the students so that they be comfortable in pursuing those services.
3. One last practice I often do before a student leaves my office is that I acknowledge the strengths that I saw/heard during our meeting. Even though it may seem like an insignificant strategy, it's rewarding to see my students shake off the burden that they've been carrying for the quarter. It's a motivational reminder to keep pushing and that they are not alone in their academic journey.

(Centralia): Building relationships with the students is a key component to building the trust needed to assist with fostering self-advocacy, confidence building, and academic persistence. Creating a welcoming atmosphere and availability, in addition to a timely and appropriate response to student requests is also key. Each training session includes stressing self-advocacy and perseverance as essential in student/employment success.

(Walla Walla): I am a very straight forward individual and I will tell the student what the issue is and how they can overcome it. I give them the tools and resources to advocate for themselves. If they choose not to do so it is on them. I am also very compassionate and I ensure the students know I understand the issue.

(RTC): Navigator works with instructors and counselors to help students to create a pathway of self-efficacy. Teaching them how to navigate the college system, their program class scheduling, create an education plan and career resources.

### **3.9 Career Counseling**

(Walla Walla): I meet with the students and see what their wants and needs are as far as employment. We will then develop a plan on what they need to do to reach their employment goals.

(Centralia): During the initial one-on-meeting meeting with a student, the Career Navigator spends time discussing the student's career goals, identifying competencies needed for the position, and discussion of possible paths to obtain the career goal. Additional guidance is provided during class trainings on resumes, cover letters, and job search tools.

(RTC): Navigator facilitates classroom presentations on resumes, cover letters, interviewing, social media, job applications. Students can make an appointment to meet with Navigator for one-on-one assistance.

#### **3.9.1 Use of Centralia Center of Excellence for Clean Energy Social Media Sites**

The Career Navigator consistently refers WISE job seekers to the following social media sites. This benefits the students by keeping them up to date on developments in the energy sector, networking opportunities, new job openings. The PNCECE website and Facebook sites also highlight information on various job opportunities available within the clean energy industry, and includes videos and spotlights on various energy jobs.

- The Center's Facebook page: <https://www.facebook.com/PNCECE>
- The Center's Twitter account: <https://twitter.com/CoeEnergyNW>
- The Center's LinkedIn group: (note if not signed in, link will prompt that first): <https://www.linkedin.com/groups/8454893>
- The Center's website and job board: <http://cleanenergyexcellence.org/>  
<http://cleanenergyexcellence.org/JobBoard/>

### **3.9.2 Using Student Portfolio to Assist With Career Exploration and Identification Processes**

Each aspect of the training utilized by Career Navigation is intended to build the job seeker's ability to obtain employment. This is accomplished by ensuring job seekers understand the job search process, how to present the unique competencies/abilities of the job seeker both via the resume/cover letter and in person, and how to write the cover letter/resume. As job seekers complete each component of the training, it is integrated into a Student Portfolio. Students are encouraged to add to the portfolio as they complete new certification programs, receive awards, etc. The portfolio is a valuable tool in marketing the job seeker to potential employers.

#### **3.9.2.1 Leveraging Career Readiness Certificate**

The National Career Readiness Certificate (NCRC) is a valuable tool used by employers to verify job seekers' work skills. Because many employers view the certificate as an objective validation of applicants' work skills, WISE participants are encouraged to take the NCRC test and include the results on their resume and within the Student Portfolio.

NCRC is awarded at four levels: Platinum, Gold, Silver, and Bronze. Additional information on NCRC can be found on the ACT website: <http://www.act.org/content/act/en/products-and-services/workforce-solutions/act-national-career-readiness-certificate.html>

### **3.9.3 Tracking Student Academic and Employment Outcomes**

Career Navigators meet regularly with students to track academic success, ongoing need for assistance with job search/resume assistance, and employment outcomes. A quick check-in with students before or after class is helpful. In addition, some navigators periodically check in with students via a survey to see if their situation has changed.

(Walla Walla): I utilize survey Monkey and send surveys out to the students and if they do not complete the surveys I contact them until they do. I also conduct 3 month, 6 month, 9 month and 12 month surveys and track employment outcomes.

(RTC) Track student's completion of credits quarterly. Create educational plans with students so they know when they are expected to graduate. Track certificates and degrees obtained and conduct an exit interview and 3, 6, and 9 month follow up. Track completion of certificate/degree applications.

### **3.9.4 WISE Participant Exit Process**

### 3.10 Data Collection Data Collection:

Data collection is very important to the grant reporting process. In order to count a student as “on the grant” one of the requirements is that a student has been through an intake process and is enrolled in a grant supported class.

A grant supported class is defined as one in which grant money touches all students – without reserve.

Navigation is being used by a number of programs as the justification for a class being a “grant supported class”. If a Navigator is meeting students before and/or after class, this would not constitute a grant touch and it would disqualify the class from being grant supported and all students from being participants.

Navigators can only report a grant touch for a class, in the WISE Grant Student data-base when the Navigator is actually presenting in the class during class times.

*Following was adapted from guidelines developed by (RTC) for data collection*

**Orientation and Intake:** WISE Grant Staff arrange to present a 45minute Orientation and Intake session during class time to all new student participants of WISE-supported programs. At these orientations, students, fill out and sign the following Documents:

- Participant Intake Form
- Ferpa Form
- Equal Opportunity Form
- Photo & Video release form

These documents are collected and entered into the master Excel spreadsheet after the participants have passed the add-drop deadline. At that point, if any students were missed or the information they provided was incomplete or needs to be verified, the navigator and Program Manager will work with instructors and students to address missing or incorrect information.

Each student has a folder created for them that houses all of their initial paperwork as well as any further documents (e.g. copies of credentials, or degrees, resumes, or Exit paperwork). If a student is TAA-eligible, an eligible veteran or an eligible spouse of a veteran, WISE staff will work with the student or other staff to obtain copies of their relevant paperwork to have on file.

**Mid-Quarter Data Collection:** During the quarter, students often complete industry-recognized credentials. The documentation for these credentials must be photo-copied, kept in the student’s file and reported in the WISE Grant navigator data-base and reported as Student Credential and Degree completion activities.

**End-of-Quarter Data Collection:** After degrees and certificates are conferred by the college, copies of the student’s transcripts are printed and kept in their file. This information is also recorded in the WISE Grant Student Credential and Degree tracker as well as the WISE navigator data-base.

**Data Collection Upon/After Completion:** After a student has completed a WISE Grant program and Exited from the college, WISE grant staff complete the WISE Grant Exit Survey at Exit, 3 months’ post-exit, 6months post-exit, and 9 months’ post-exit. Copies of the EXIT surveys are kept in the student file and the information contained in them is entered into the WISE Student Tracking Data-base.

**Quarterly Reporting:** After each calendar quarter, Centralia College, as the lead college in the Consortium, request a copy of the WISE Student Tracking Data-base as part of an internal

data-collection and evaluation process. This file includes a number of data points which need to be updated quarterly and are pulled from Institutional Research and Enrollment Services on campus. Once all of the students' information is updated and any missing or incomplete information is addressed by WISE staff or students, the report is sent to the Lead Grant Manager at Centralia College.

**Annual Reporting:** After each grant year, Centralia College, as the lead college for the Consortium, requests a copy of the WISE Grant Student Tracking Data-base as well as a copy of the ETA Form 9160 in order to report the Consortium's activities to the U.S. department of Labor. Just like the quarterly reporting. These files include a number of data-points which need to be pulled from Institutional Research and/or Enrollment Services on campus. Once all of the students' information is updated and any missing or incomplete information is addressed with WISE Staff, college staff, or students, the report is sent to the Lead Grant Manager at Centralia College

**Data Privacy:** Students' physical files are kept in a locked file cabinet in the WISE Grant Office. Access to this cabinet is restricted to WISE Grant Staff and those on campus who are required to have access. When transmitting student information, WISE Grant Staff adhere to the Employment and Training Administration's Training and Guidance Letter Number 39-11, "Guidance on the Training and Protection of Personally Identifiable Information(PII)."

### 3.10.1 Data Collection Forms

Although specific forms will be tailored to meet the specific needs of each college, the following section provides information on commonly-used forms to ensure accurate tracking of student progress and evaluation of career navigation services.

(Walla Walla): I utilize all the forms that the WISE grant has disseminated. I also use forms that they college already had in place.

#### 3.10.1.1 Intake:

#### 3.10.1.2 Exit:

(Centralia): Navigator facilitates completion of the Student Exit Questionnaire and ensures that there is the required follow-up with the student (3, 6, 9 months).

(Walla Walla): I conduct exit interviews with all the students that are getting ready to complete their program. I place a schedule outside my door and the students sign up. They do not receive their degree until they meet with me and complete the needed paperwork.

(RTC): Student complete exit form. Follow up with students at 3, 6, 9 months.

## 3.11

Although specific forms will be tailored to meet the specific needs of each college, the following section provides information on commonly-used forms to ensure accurate tracking of student progress and evaluation of career navigation services.

Walla Walla: I utilize all the forms that the WISE grant has disseminated. I also use forms that they college already had in place.

3.11.1 Forms

3.11.1.1 Intake



### WISE Student Intake Form

This is confidential data and can only be used for the administration and delivery of federal/state funded programs. Your program is supported by a grant from the U.S. Department of Labor (DOL). These funds enhance areas such as curriculum, instruction, student services and employment services. In order to provide this support, the College is required to provide information to the DOL so it may track the outcomes of a federal investment in education.

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**PERSONAL INFORMATION (Please Print)**

Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Student ID (SID): \_\_\_\_\_

College Email: \_\_\_\_\_ Personal Email: \_\_\_\_\_

Phone: \_\_\_\_\_

Program of Study: \_\_\_\_\_ Degree or Certificate: \_\_\_\_\_

**DEMOGRAPHIC INFORMATION**

Are you a full-time or part-time student? >  FT  PT

Are you TAA eligible? †  Yes  No

Are you Pell Grant eligible? †  Yes  No

Are you an Eligible Veteran? ‡  Yes  No

Are you an Eligible Spouse of a Veteran? ‡  Yes  No

*For definition of how to determine eligibility please refer to the last page*

**EMPLOYMENT INFORMATION**

Are you currently employed?  Yes  No

What is your job title? \_\_\_\_\_

Name your current workplace: \_\_\_\_\_

What is your salary? \_\_\_\_\_

If you are hourly, what is your hourly wage? \_\_\_\_\_

How many hours do you work per week? \_\_\_\_\_

**About WISE:**  
 Washington Integrated Sector Employment (WISE) is a grant-funded project designed to strengthen the Clean Energy, Construction, and Advanced Manufacturing industries in Washington. This will be done by increasing capacity in existing Clean Energy, Construction, and Advanced Manufacturing related education programs and by connecting graduates to existing job opportunities.<sup>1</sup> This project is supported by the US Department of Labor (grant #: TC-26512-14-60-A-53) which requires the reporting of certain information. You can assist us by completing this form. For additional information please contact [insert a person's name here](#), WISE Grant [insert person's title here](#) at [insert person's email address here](#).

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**TURN, SIGNATURE REQUIRED**

This workforce product was funded by a grant in the amount of \$9,994,854, representing approximately 56% of program costs, awarded by the U.S. Department of Labor's Employment and Training Administration. This product was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The U.S. Department of Labor make no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership. WISE is led by Centralia College and the Center of Excellence for Clean Energy in partnership with the Centers of Excellence for Aerospace & Advanced Manufacturing and Construction. Centralia College is an equal opportunity employer/program and auxiliary aids and services are available upon request to individuals with disabilities.

3.11.1.2 Exit



**WISE**  
Washington Integrated Sector Employment

Exit  3 Month  6 Month  9 Month

### Student Exit Questionnaire

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**ABOUT WISE Grant**

Washington Integrated Sector Employment (WISE) is a grant-funded project designed to strengthen the Clean Energy, Construction, and Advanced Manufacturing industries in Washington. This will be done by increasing capacity in existing Clean Energy, Construction, and Advanced Manufacturing related education programs and by connecting graduates to existing job opportunities. This project is supported by the US Department of Labor (grant #: TC-26512-14-60-A-53) which requires the reporting of certain information. You can assist us by completing this form. For additional information please contact (insert a person's name here), WISE Grant (insert person's title here) at (insert person's contact information here).

**STUDENT INFORMATION**

Date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Name: \_\_\_\_\_  

Last
First
M.I.

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Student ID (SID): \_\_\_\_\_ Program name: \_\_\_\_\_

What was the last quarter you attended school?

Fall	Winter	Spring	Summer
------	--------	--------	--------

**EMPLOYMENT STATUS (identical to entry)**

	Yes	No
Are you currently employed?	<input type="checkbox"/>	<input type="checkbox"/>
What is your job title?		
Name of current workplace:		
Start Date:		
What is your salary?		
(If paid Hourly) Hourly Wage \$:	(If paid Hourly) Hours per Week:	

**Are you planning on Continuing your Education?**

	YES	NO
4-year program	<input type="checkbox"/>	<input type="checkbox"/>
Less-than-4-year program	<input type="checkbox"/>	<input type="checkbox"/>

FOR OFFICE USE ONLY			
Dates of Attempts Made to Contact Student			
Phone	Email	Personal	Letter

### **3.11.1.3 Data Security**

The security of student information is of utmost importance in the navigation process. Career Navigators keep all student records at the College in a locked file cabinet, with a secure back-up system in place.

3.11.1.4 Student Intake Form



W.I.S.E.  
Student Intake Form

PLEASE complete the following and then sign/date the shaded area below.

STUDENT INFORMATION <i>(Please Print)</i>	
<b>Student Name</b>	
<b>Race (Select all that apply):</b>	
<input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> American Indian or Alaskan Native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Native Hawaiian or other Pacific Islander <input type="checkbox"/> White <input type="checkbox"/> Other	
<b>Gender:</b> <input type="checkbox"/> Male <input type="checkbox"/> Female	
<b>Date of Birth</b>	<b>Student ID</b>
<b>Student Email</b>	<b>Personal Email</b>
<b>Phone</b>	<b>How did you hear about your program/certificate?</b>
<b>Are you a Veteran?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Are you the Spouse of a Veteran?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No
EDUCATIONAL INFORMATION <i>(Please Print)</i>	
<b>Educational Background:</b>	
<input type="checkbox"/> High School not completed <input type="checkbox"/> High School/GED <input type="checkbox"/> Some College <input type="checkbox"/> Associate's <input type="checkbox"/> Bachelor's <input type="checkbox"/> Master's List any post-secondary certificates completed: _____	
<b>Educational Goals:</b>	
<input type="checkbox"/> Job Skills Upgrade <input type="checkbox"/> Certificate <input type="checkbox"/> Energy Tech. AAS Degree <input type="checkbox"/> Other degree or certificate	
<b>Degree Programs:</b> Energy Technology Power Operations , Associates in Applied Science <input type="checkbox"/>	
Are you TAA eligible? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I don't know	Are you Pell grant eligible? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I don't know
EMPLOYMENT STATUS <i>(Please Print)</i>	
<input type="checkbox"/> Unemployed <input type="checkbox"/> Employed (Full time) <input type="checkbox"/> Employed (Part time) <input type="checkbox"/> Intern <input type="checkbox"/> Freelance (contract) <input type="checkbox"/> Apprentice	
If Employed, name of employer:	
Start date(MM/YYYY):	Hours/week:
	Current salary:
Signature _____ Date _____	

This workforce solution was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration (grant number TC-26512-14-60-A-53). The solution was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership.

***3.11.1.5 Equal Opportunity Form***

**EQUAL OPPORTUNITY IS THE LAW**

It is against the law for **Centralia College** as a recipient of federal financial assistance to discriminate on the following bases:

Against any individual in the United States, on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief; and

Against any beneficiary of programs financially assisted under Title I of the Workforce Investment Act of 1998 (WIA), on the basis of the beneficiary's citizenship/status as a lawfully admitted immigrant authorized to work in the United States, or his or her participation in any WIA Title I-financially assisted program or activity.

The recipient must not discriminate in any of the following areas:

Deciding who will be admitted, or have access, to any WIA Title I-financially assisted program or activity; providing opportunities in, or treating any person with regard to, such a program or activity; or making employment decisions in the administration of, or in connection with, such a program or activity.

**WHAT TO DO IF YOU BELIEVE YOU HAVE EXPERIENCED DISCRIMINATION**

If you think that you have been subjected to discrimination under a WIA Title I-financially assisted program or activity, you may file a complaint within 180 days from the date of the alleged violation with either:

**Julie D. Ledford VP, HR**  
**Centralia College**  
**600 Centralia College Blvd**  
**Centralia WA 98531**  
**jledford@centralia.edu**  
**360-736-9391 X285**

or

The Director, Civil Rights Center (CRC),  
U.S. Department of Labor,  
200 Constitution Avenue NW, Room N-4123,  
Washington, DC 20210.

If you file your complaint with the recipient, you must wait either until the recipient issues a written Notice of Final Action, or until 90 days have passed (whichever is sooner), before filing with the Civil Rights Center (CRC)(see address above).

If the recipient does not give you a written Notice of Final Action within 90 days of the day on which you filed your complaint, you do not have to wait for the recipient to issue that Notice before filing a complaint with CRC. However, you must file your CRC complaint within 30 days of the 90-day deadline (in other words, within 120 days after the day on which you filed your complaint with the recipient).

If the recipient does give you a written Notice of Final Action on your complaint, but you are dissatisfied with the decision or resolution, you may file a complaint with CRC. You must file your CRC complaint within 30 days of the date on which you received the Notice of Final Action.

**By signing below, I am verifying that the information I have provided is true and correct to the best of my knowledge. I understand further that (1) I have the right not to consent to the release of my education records; (2) I have the right to inspect such records upon request.**

Signature \_\_\_\_\_ Date \_\_\_\_\_

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**3.11.1.6 Student Authorization to Disclose Information in Education Records Pursuant to FERPA with Student Signature**



W.I.S.E. - DOL TAACCCT Grant #4  
 Centralia Community College  
 600 Centralia College Blvd.  
 Centralia, WA 98531  
 360.807.4087 x2

**Grant Funded Student’s Authorization to Disclose Information in Education Records Pursuant to FERPA**

I understand that my educational records are protected by the *Family Educational Rights and Privacy Act of 1974*, and they may not be disclosed without my prior written consent. I hereby consent to the disclosure of the following education records pertaining to me to the persons and for the purposes as stated below:

I hereby authorize the following officials:

1. W.I.S.E. grant staff;
2. Employment Training Administration (ETA), Employment Security Department (ESD) staff
3. Department of Labor staff and;
4. Faculty members teaching courses in which I am currently (or was) enrolled

To disclose the following:

1. Any demographic information, contact information, employment status, financial information, academic student records, including social security number for reporting outcomes
2. Any and all information contained in my official permanent academic record;
3. Disclose, upon my request in writing, copies of my official permanent academic record; and
4. Specific information regarding my academic progress (attendance, grades, etc.) prior to the final determination of grade

To the following persons:

1. W.I.S.E., ETA, ESD, DOL staff members;
2. Specific state and federal grant funders, lead agencies, fiscal administrators of grant programs; and
3. Any other person within the College who the College, in good faith, determines has a legitimate “need to know”;

for the following purposes:

1. To monitor, assist and determine eligibility for grant-funded programs;
2. To monitor and assist with respect to retention and student support needs related to programs within Student & Career Services;
3. For reporting requirements of specific grant programs; as well as for statistical analysis of grant outcomes;
4. To monitor and assist with graduate placement needs and employment outcome tracking

I authorize the Employment Security Department to release my employment and wage information with authorized WorkSource Partners for the purposes of reporting and research only, unless I specify otherwise. This information is not subject to disclosure under the Public Records Act (RCW 42.17.310).

I understand further: (1) that such records may be disclosed only on the condition that the party to whom the information is disclosed will not re-disclose the information to any other party without my written consent unless specifically allowed by law; (2) I have the right to not consent to the release of my educational records by completing the RTC Form or by filing a written notice to the RTC registrar; (3) that I recognize that a copy of such records must be provided to me upon my request; and 4) that this Authorization remains in effect unless revoked by me in writing.

By signing this form, I certify that I agree to the disclosure of the records referenced above. This authorization and consent by me is valid for the life of the grant reporting period or until I revoke it in writing. A copy of this authorization shall be considered as effective and valid as the original.

**PLEASE COMPLETE THE SHADED AREA BELOW:**

PRINT NAME	SID #
SIGNATURE	DATE

I am opting out of signing this form.

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
DATE

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**3.11.1.7 Student Tracking Document**

Career Navigators track their activities by using an excel document. Some navigators choose to use notes, kept in a student file, in addition to using the Navigator Contact Data Sheet.

Navigator Contact Data Sheet										
College	WISE Program	Navigator Name	Student ID Number	Student Status	Date of Contact	Time of Contact	Duration of Contact (min)	Type of Contact	Location of Contact	Purpose of Contact
Centralia/RET	Energy Tech AAS	Other		Enrolled WISE Grant Student						

**3.11.1.8 Program Exit Surveys**

WISE participants are asked to complete surveys entitled **Student Completion Questionnaire** at three-months, six-months, and nine-months after program exit.

- **3-Month Program Exit Survey**
- **6-Month Program Exit Survey**
- **9-Month Program Exit Survey**



**3.11.1.8.1 Exit Process for Disenrolled WISE Participant**

## **4 Career Navigation WISE Participant Training**

In order to ensure that job-seekers have the information and support needed to plan and follow a clear path to employment and accomplishing career goals, Career Navigators provide training to job seekers to document life experiences, including education, military service, paid and unpaid work, and community, volunteer and family activities. The training results in documentation that provides the foundation for the job seeker's Student Portfolio, detailed in Section 5. The Regional Education Training and Education Center will have training for all four modules in the NTER online training system **in the near future.**

<https://www.nterlearning.org/courses>

### **4.1 *Module 1: Preparing a Master Resume to Document Prior Experience***

There are two basic types of resumes job seekers use as they pursue employment opportunities. The first is a Master Resume which is used to gather, organize and document prior experience. The second is a Target Resume which uses the information from a Master resume to tailor a resume that targets a specific job. Module 1: Preparing a Master Resume to Document Prior Experience focuses on working with students to prepare their own Master Resume. The Master resume is developed from a thorough chronological process of documenting and organizing past experiences, and is meant to be an archive and resource for a job seeker to use when responding to a job position he/she might be seeking. It's a resume that has a much broader context focus than a Target Resume. The process requires the job seeker to gather and collect all the pieces of past experiences and accomplishments and place them into an easily accessible format. The result from the work in creating a Master Resume is the documented value that can be provided to an employer when requested. It is meant to contain enough information to be responsive to all types of jobs a candidate is attracted to in a job search.

The process of building a master resume is like putting a puzzle together. The process requires you to gather and collect all the pieces of your past experiences and accomplishments and place them into a format that creates a picture of the value that you provide. It is meant to contain enough information to be responsive to all types of jobs you're attracted to in your job search.

It is the one resume that you would carry with you when meeting multiple employers who might ask you specific questions about your past. It can also be used to create a social media profile. You might also use your master resume to craft a resume to post on resume sites such as Monster.com (not the #1 way to look for a job but it might be part of your overall job search plan). It's a resume that has much broader focus than a Target Resume

A good master resume lists and completely documents all your past work experience, accomplishments, education and training -- all in one place. It is especially useful when filling out a job application or developing a target resume for a specific job by having all your pertinent information together and accessible in one place in a useable format.

A master resume can be anywhere from four to twenty pages long. In it, you list every summer job and part-time and full time job you have had, along with apprenticeships, internships and volunteer positions you have been involved in. In the Master resume you have the space to fully list your roles, responsibilities, major assignments, special projects, competencies and accomplishments.

You can also include your military experiences, significant classes or trainings you have taken, the degrees and certificates you have earned and all the details you need about dates, grades. Promotions, Citations and special awards earned.

#### **4.1.1 Documenting Work Experiences**

This training assists job seekers in determining what knowledge, skills and abilities they possess that are valued in the workplace. Identification of knowledge, skills, and abilities assist job seekers in identifying jobs that match their unique capabilities and competencies, and will be used when developing resumes. The following definitions are used:

- Knowledge is something job seekers have learned in school, from training or from experience.
- A skill is something job seekers can do.
- An ability is a special talent or even a personality quality job seekers possess.

#### **4.1.2 Documenting Core Workplace Competencies**

Core Competencies define the value job seekers bring to the table when being considered for a job. WISE participants are asked to pick some core competencies they possess that will add value to a job. The result of this assessment is used when developing a resume, and in producing a portfolio.

Competency: The process of Integrating Learned Experience's, Knowledge, Skills, and Abilities (KSAs) in a manner that add value to a defined context (Place), set of conditions (Challenges, Concerns, Issues) and established culture (Department, Job-classification).

##### **4.1.2.1 Levels of Competency Maturity**

##### **4.1.2.2 Level I: Developing**

The developing workers comes to the organization without practical experience to draw on. Developing workers may or may not have had formal training, such as a degree program, to provide the theoretical foundation, terms and concepts for practice. But faced with a real life situation, developing workers lack the judgment needed to know which rules or procedures apply. They may feel overwhelmed by the amount that they need to know and need guidance as to where to start.

#### **4.1.2.3 Level 2: Trainee/Apprentice**

With experience comes both skill in carrying out basic procedures and recognition of certain patterns in the situations they commonly deal with. Having learned the “do this” rules, they start to learn the common “if this, do that” variations. Rules applied across the board are replaced by situational guidelines.

#### **4.1.2.4 Level 3: Competent**

With greater and more diverse experience comes judgement. The competent worker can distinguish the relevant from irrelevant factors to consider in making decisions or solving problems at work. Standard procedures or routines are skillfully and efficiently completed. Complex situations are analyzed consciously and action sequences are planned deliberately. Supervision and mentoring are needed only with complex situations.

#### **4.1.2.5 Level 4: Mastery**

The move from competence to mastery is accompanied by a shift to holistic thinking. They recognize what is most important to consider from among the relevant factors affecting a situation as well as deviations from the norm. Planning and decision-making are more efficient, although still conscious processes. This makes the Master Worker a good trainer and mentor for those at lower levels of expertise. Innovation is common.

#### **4.1.2.6 Level 5: Expert**

The expert has deep and extensive knowledge gained from wide experience. Decision-making is intuitive rather than consciously analytical. The expert can spot errors in procedure from the results, although may not know exactly the error that was made without looking further. The expert is rigid in approach and interprets rules and directives intelligently according to the value of the outcome rather than the “letter of the law.” Individuals at this level are often engaged in setting policies and standards of practice.

### **4.1.3 Gathering and documenting evidence; i.e, references, transcripts, awards, certificates**

WISE participants are asked to gather supporting evidence for the Documentation of Experience, which subsequently becomes an essential element of a student portfolio.

### **4.1.4 Exercise: Complete Documentation of Experience Template**

The Career Navigator uses a template to facilitate the process of assisting the students in creating a Documentation of Experience (*see Appendix C*).

## **4.2 Module 2: Preparing a Targeted Resume**

This training focuses on using the Documentation of Experience developed in Module 1 Training to create a customized resume for a specific job or business opportunity. A Targeted Resume is tailored to a specific job or type of work.

### **4.2.1 Gathering Job-Related Information**

Job seekers are asked to review the requirements for the job position in order to create a targeted resume.

### **4.2.2 Review Documentation of Experience (Alignment of Knowledge, Skills, Abilities to Job Position)**

A key component of the training is to encourage students to identify how their knowledge, skills, abilities, and experience align to a particular job. A T-Chart is provided to students to assist in this process. For example, a Job Seeker can use a T-chart to help graphically organize thoughts about the top five qualifications of a job and to then list what previous work, duties, education, and training demonstrates your experience. *(See Appendix C for T-Chart).*

### **4.2.3 Identify Items for Targeted Resume**

The job seeker pulls items from the master to targeted resume that fit the requirements for the position at hand. WISE participants are encouraged to tailor all aspects of the targeted resume to highlight how their competencies, skills, experience, training add value to the employer.

### **4.2.4 Exercise: Complete Targeted Resume**

During the training, students are provided with examples of various targeted resumes and are asked to complete a targeted resume. See Section 5.4.3 for an example of a template used for a targeted resume.

## **4.3 Module 3: Preparing Employment Letters**

This training focuses on the professional communication that is an essential component of the employment search process.

### **4.3.1 Cover Letters**

This training results is job seekers developing an effective cover letter to introduce themselves to potential employers and to elaborate on how their skills and strengths meet those required for the position being sought. Examples of cover letters are included in Section 5.3.

### **4.3.2 Post-Interview Letters**

WISE participants are encouraged to send a thank-you immediately following a job interview.

### **4.3.3 Employment Acceptance Letters**

The training covers an employment acceptance letter which a WISE participant may be expected to write in response to being offered a job.

#### 4.3.4 Exercise: Complete Cover Letter

During the training, students are asked to complete a cover letter. See Section 5.3 for examples of cover letter templates.

### 4.4 Module 4: Job Search Process

This training focuses on assisting job seekers in developing job-search methods to identify prospective employment opportunities. The training also provides an opportunity for participants to practice completion of a job application.

#### 4.4.1 Quick Tips to Start

WISE participants are encouraged to have a diverse job-hunting strategy. Completing online resumes and submitting cover letters are just part of the process. Networking and seeking out job opportunities is essential. We ask job seekers to keep this in mind as they consider the following “Seven Keys” to a success job search.

Here’s what the experts said are the seven keys to a successful job search in today’s competitive environment:

1. Keep your resume short and succinct.
  - Despite reports otherwise, a resume is still an essential tool in a job search. Atypical resume is read in less than a minute, often on a mobile device. Eliminate filler words, use numbers to quantify your results (such as “improved the process by 15 percent”) and include relevant keywords that appeared in the job posting.
  - Limit your contact information to just one email address, one phone number, and your LinkedIn profile URL.
  - Residential addresses are not needed, although it can be helpful to list your region (for example Tri-State), so the employer knows you’re located near the open position.
2. Create a portfolio of job search documents. Establish a professional identity in web-based platforms.
3. Practice your interview skills over the phone or on a Skype call with a career coach. More employers are relying on Skype for long-distance and initial screening interviews. As a result, more job seekers are using coaches to help them excel in video presentations.
4. Dive deep into LinkedIn. Over the past few years, using LinkedIn to find work has gone from a good idea to essential. Actively participate in LinkedIn’s industry and interest groups.
5. Use Twitter and other forms of social media to attract the attention of employers who are hiring. Employers have moved from using internal recruitment to external

processes that depend heavily on identifying prospective employees from an outline presence and through referrals from existing employees. Personal websites, social media presence, development of subject matter expertise, and a well-defined professional tag line are requirements in the future for gaining the attention from prospective employers.

6. Limit the amount of time you spend on job boards. Job boards are one of the least effective ways to get hired.
7. Start your search sooner rather than later. The hiring process has been growing longer, with more steps and delays between the time people apply for jobs and receive offers.

It helps to approach a search as though you are in sales: keep building your network pipeline, don't let your momentum lag, and expect to hear "No".

#### 4.4.2 **Where to Look**

- WorkSource
- Job Boards, Facebook pages
- Job sites such as Indeed.com, LinkedIn.com, Idealist.org, USAjobs.gov
- Websites of potential employers
- Emails and postings sent to you via Career Navigators
- Join professional organizations
- Consider a temporary or summer position
- Networking: talk to people about any job openings they are aware of, attend job fairs, join professional organizations

##### 4.4.2.1 **Connecting to Local Workforce System**

As noted throughout this guide, building relationships are an important aspect of career navigation. Attending meetings and building partnerships with Pac Mountain and Work Force Central representations allow Career Navigators to remain up-to-date with local employment trends and information and to pass along this information to WISE participants.

- Pac Mountain
- Work Force Central

#### 4.4.3 **Master Application**

During training, students are provided with information on various applications, (online versus paper), and are asked to use their resume to complete a sample application.

#### 4.4.4 **Exercise: Complete Career Development Plan Template**

During the training, WISE participants are asked to complete a Career Development Plan template (See Appendix C).

### 4.5 **Module 5: The Interview Process**

The employment interview is a crucial aspect of the employment process. This training prepares job seekers in preparing for the interview and an opportunity to take part in a mock interview.

#### 4.5.1 **Interview Preparation**

Career Navigators provide training on the importance of career navigation. Key preparation points include:

1. How to prepare for the interview
  - Research the organization extensively
  - Utilize your networking contacts
  - Review information provided by the company website
  - Read the job description thoroughly
  - Review happenings in the news in the field/industry
2. Know your resume inside and out
  - Review your experiences and be able to tell stories to highlight your relevant skill sets
  - If there's anything on the resume that you can't speak about well or positively, it doesn't belong there!
3. Practice makes perfect.
  - Write out your responses ahead of time to behavioral questions.
  - Practice rehearsing the stories you write out loud using the SAR method, Situation Action Result
  - Practice your answers in as many ways possible – stand in front of your bathroom mirror, enlist a friend, utilize your network to practice
  - If you have access to a career center with a mock interview service, use it!
4. Prepare questions to ask the interviewer.
  - Indicates that you've done your research
  - Shows the interviewer that you are interested in the organization and the position
  - Allows you to assess whether or not this is an appropriate organization for your interests and personality

#### 4.5.2 **Interview Tips**

##### **Interview tips: 10 Tips to Improve Interview Performance**

Even the smartest and most qualified job seekers need to prepare for job interviews. Why, you ask? Interviewing is a learned skill, and there are no second chances to make a great first impression. So study these 10 strategies to improve your interview skills.

##### **1. Practice good nonverbal communication**

It's about demonstrating confidence: standing straight, making eye contact and connecting with a firm handshake. That first nonverbal impression can be a great beginning -- or quick ending - to your interview.

## **2. Dress for the job or company**

Today's casual dress codes do not give you permission to dress as "they" do when you interview. It is important to know what to wear to an interview and to be well-groomed. Whether you wear a suit or something less formal depends on the company culture and the position you are seeking. If possible, call to find out about the company dress code before the interview.

## **3. Listen**

From the very beginning of the interview, your interviewer is giving you information, either directly or indirectly. If you are not hearing it, you are missing a major opportunity. Good communication skills include listening and letting the person know you heard what was said. Observe your interviewer, and match that style and pace.

## **4. Don't talk too much**

Telling the interviewer more than he needs to know could be a fatal mistake. When you have not prepared ahead of time, you may ramble when answering interview questions, sometimes talking yourself right out of the job. Prepare for the interview by reading through the job posting, matching your skills with the position's requirements and relating only that information.

## **5. Don't be too familiar**

The interview is a professional meeting to talk business. This is not about making a new friend. Your level of familiarity should mimic the interviewer's demeanor. It is important to bring energy and enthusiasm to the interview and to ask questions, but do not overstep your place as a candidate looking for a job.

## **6. Use appropriate language**

It's a given that you should use professional language during the interview. Be aware of any inappropriate slang words or references to age, race, religion, politics or sexual orientation -- these topics could send you out the door very quickly.

## **7. Don't be cocky**

Attitude plays a key role in your interview success. There is a fine balance between confidence, professionalism and modesty. Even if you're putting on a performance to demonstrate your ability, overconfidence is as bad, if not worse, as being too reserved.

## **8. Take care to answer the questions**

When interviewers ask for an example of a time when you did something, they are asking behavioral interview questions, which are designed to elicit a sample of your past behavior. If you fail to relate a specific example, you not only don't answer the question, but you also miss an opportunity to prove your ability and talk about your skills.

## **9. Ask questions**

When asked if they have any questions, most candidates answer, "No." Wrong answer. Part of knowing how to interview is being ready to ask questions that demonstrate an interest in what goes on in the company. Asking questions also gives you the opportunity to find out if this is the right place for you. The best questions come from listening to what you're asked during the interview and asking for additional information.

## 10. Don't appear desperate

When you interview with the "please, please hire me" approach, you appear desperate and less confident. Reflect the three Cs during the interview: cool, calm and confidence. You know you can do the job; make sure the interviewer believes you can, too.

(Interview Preparation, 2016)

### 4.5.3 Style and Presentation

- Maintain eye contact and shake hands at beginning and end of interview.
- Speak up – know why you bring value to the employer.
- Express confidence (but not arrogance). Confidence in yourself sets the stage for others to be confident about you.

### 4.5.4 Preparation for “The Last Question”

Many interviews end with “Do you have any questions?” Keep in mind that you were chosen for an interview, which signifies the employers had reason to believe you were a candidate for the job. This is a perfect opportunity for you to have them reflect on the reason they chose you for the interview by asking them, *“What qualities did you see in me that motivated you to invite me to interview for the position?”*

### 4.5.5 Practice Interviews

Navigators provide an opportunity for WISE participants to take place in a practice interview setting. In some cases, Navigators invite industry professionals to take part in a workshop that includes a review of resumes and to participate as the interview in a practice interview.

### 4.5.6 Assessment: Practice Interview

The assessment allows the Navigator (or invited guest) to provide the WISE participant with feedback about the practice interview.

### 4.5.7 Follow-Up Post Interview

Navigators present WISE participants with information on what steps to take after the interview, such as:

#### Be Quick to Express Thanks

- **Collect business cards throughout the interview process.** Store them in one place.
- **Be quick to say thanks.** Include anyone you met with.
- **Follow the 24-hour rule.** Follow up within 24 hours, or faster if a decision is imminent.
- **Be mindful.** Avoid quickly written mobile emails. These are more likely to include spelling errors.

#### Be Patient

There are few things more nerve-wracking than awaiting interview results, but be respectful of the interviewers' time. You may be the last person interviewed...or the first.

- **Stay calm.** If you do not hear back right away, don't panic. The interview phase can last weeks.
- **Ask about next steps.** This will help you plan communication during the decision phase.
- **Don't over-communicate.** After the initial thank you, avoid daily requests for a hiring decision.
- **Stay in touch.** While you do not want to contact the hiring manager repeatedly, it is fine to call or email periodically.
- **Remain professional.** Even if another candidate is hired, you may be the perfect fit for another opening. Maintain that good impression.

(Career Services at Princeton University: Interviews, 2016)

## 4.6 *Module 6: Building an Employment Network*

Networking is a very important aspect of any job search. This training focuses on assisting job seekers in building an employment network, including use of LinkedIn, a professional networking website.

### 4.6.1 **Networking while Job Searching:**

Everyone says job searching now is about using your network, but it can be difficult putting the concept of networking into action. It is true that on many of the major job boards, people are submitting thousands of applications for positions, so you need to create your own professional profile by using LinkedIn and writing a short statement about yourself and your job search and hit the road marketing yourself to potential employers. Before getting to the part about how to advocate to yourself, it is important to build your list of potential networking contacts. Here is how you can do that:

Make a list of every organization you are currently or have been a part of. Make sure you leave room on in between organizations on your list. These could be schools you attended, military involvement, industry associations, neighborhood groups, religious organizations, sports teams, childhood affiliations, volunteer groups, etc.

Once you have your list of organizations, start thinking about each one and the people you met through those organizations. Write down the names of people who were authority figures that could speak about you, work in your community, know you well, or are well respected in the community. List as many people as you can think of under each organization. It helps to focus on organizations that might be located near where you are job searching. These will be the people that you will start networking with first.

Here is a sample of what this might look like.

- High School Soccer Team- Coach, Teammate, Parent, Teacher, Guidance Counselor
- Washington State National Guard—Supervisor
- Journeyman Electrician's Group-Apprenticeship supervisor, teacher, internship employer, career fair/professional event contact

- Church Office of Volunteer Projects—Church Leader, volunteer work supervisor, fellow volunteer
- Neighborhood Association-board member, neighbor, community leader

When you have finalized your list, create an Excel spreadsheet to enter the names, contact information, titles and companies of the people you listed. Many of people are surprised that they have generated 15-20 networking contacts to start with. Your goal should be to try and reach out to 1 person a day or 5 people a week. People are busy and sometimes don't respond, don't wait to start the next week's list to hear back from the first week, just keep your outreach going throughout your search. The second part of starting to network is preparing what you will present to contacts in the form of emails, notes, LinkedIn messages, phone calls and when introducing yourself in person at events.

Once you find a job, remember to keep in touch with your contacts and track them so when you get ready to job search again or relocate, you have an established network to work from.

#### 4.6.2 Using LinkedIn as a Networking Tool:

LinkedIn is a powerful job search tool. The company is so invested in job search for members, they have developed and released an app just for job searching you can download on your phone. But before you can send messages, look up companies in your area or apply for positions, you will first need to create a really strong LinkedIn profile.

LinkedIn is one of the best resources you can use to both find a position and build your professional network. It is a professional networking site designed to help you connect with alumni, industry groups and other professionals in industries and companies that relate to your career field. It also features company profiles and job/internship listings. LinkedIn provides students and technical graduates with access to thousands of contacts in your area.

#### Getting Started with LinkedIn

1. Create Your Profile
2. Join Groups
3. Populate Your Profile with Connections

Once you do these 3 steps, LinkedIn will become a powerful tool for you to both learn about careers and to find a job or internship.

#### 1. Create your profile

Your profile should demonstrate the knowledge and skills you have developed that relate to your interests. It should only include information relevant to your job and internship search, much like a conversation at a professional networking event. Your degrees/certifications, internship/work experiences, class projects, volunteer work, and student activities are all relevant.

- A. Professional "Headline"- This along with your name is the first thing others will see. This can be your job title, but your headline gives you a way to sum up your professional "identity" in a short phrase. Try to use a short phrase that highlights your career objective along you're your skills, interests and experience.

Example: *Licensed Electrician with experience working for major utility companies*

- B. Photo – Try to include one if you can. LinkedIn now has a feature where you can take a nice photo from your computer or smartphone while editing your profile. This is the first image an employer or networking contact will have of you. Make sure you look as professional as possible. Don't use a photo from a social event or one that requires you to crop someone out of the photo.
- C. Summary - This should outline the key skills and experiences that are relevant to the industry or career field that interests you. Areas to focus on include:
- Professional interests
  - Professional Strengths/Accomplishments
  - Relevant work experience, coursework, projects
  - Leadership experience

Example: *Strong background in promotional writing and editing. Experience as a reporter for a regional newspaper. Public relations and marketing intern with non-profit arts group. Utilized print and social media. Editor -in-Chief for the campus newspaper. Interested in career opportunities in advertising, public relations, or other positions where I could do promotion work and writing.*

*Specialties* - Include key words so others can find you. These can be skills, languages or techniques such as:

- Communication -verbal & written
- Interpersonal/Team,
- Problem-solving/Analytical
- Organization
- Management
- Languages
- Computer/Technical skills
- Research

Example: *Social Media experience: Facebook, Twitter, LinkedIn. Technical: Adobe PageMaker, Dreamweaver CS4, Html code, Windows and Mac Platforms.*

- D. Education -
- Include your Major, Minor and Concentration, if relevant to your professional goals. Don't include GPA here. Highlight any academic honor societies in the Honors section.
  - This is a great place to highlight relevant courses, papers, projects, and assignments.

Experience- Work, internship/apprenticeship, and volunteer experience. You don't have to lead with your paid experience, if you volunteer or have extracurricular experience that is more relevant to your internship/career objective.

Resume Upload: It is possible to upload your resume into LinkedIn to populate the experience section. If you opt to include a copy of your resume as part of your profile remove your address.

## 2. Join Groups

Joining groups immediately allows you to have 100s-1000s of people in your network. It allows you to what the current issues and trends are within a career field. Best of all, by joining a group, you have access to job listings posted by group members that may not be posted elsewhere.

## 3. Populate Your Profile with Connections

The more people you have in your network, the easier it is to connect to others in a variety of industries and locations. You should start by connecting with 5 people you know. This number should grow as you use the system.

### A. Start connecting:

LinkedIn will suggest people to add to your network, but it's important that you seek out people that you know to add to your network.

- For people you already know, search by their name.
- Find other people by using the Advanced People Searches. Search on school, keywords, current and past employers.
- Potential people in your network:
  - College & High School Classmates
  - Faculty members
  - Advisors for Student Organizations
  - Supervisors and Co-workers-Current & Past
  - Alumni
  - Friends of parents and relatives
  - Volunteer/Community groups
  - Teammates
  - Professional Associations

## Networking via LinkedIn:

You are ready to send messages on LinkedIn if you have...

- Created and filled out a complete profile on LinkedIn.
- Added individual connections ranging from friends, faculty, staff, alumni, family members, mentors, community group members and industry group members, that are relevant to your professional goals.
- Joined as many relevant industry groups as possible.

## To Search for Alumni on LinkedIn

Many clients I work with will pull up alumni by location, industry or with a specific keyword in their profile based on their career interests. Here is a step by step sample of how to run an advanced search like this.

In this case, let's pretend that a client is relocating the Seattle and would like to connect with other alumni in the utilities industry.

- From the top search bar, click the “advanced” link on the right.
- Under school keyword list, “Name of College”.
- Check off “Utilities” under industries (you can select more than one at a time)
- For location, click “Add+” and start typing in the city.
- Make sure that for the Relationships section you check all the boxes, even “3<sup>rd</sup> and Everyone Else”.

This will put up a list of people that meet your specifications in order of connection to them. So first you will see first connections, then second connects, then group connections and then everyone else. If you have a basic account, you will only be able to pull up a limited number or search results, and only see the names of first, second and group connections. If they are second and group, depending on the type of account you have you may only be able to see their first name and last initial.

### **To Message Alumni/Industry Recruiters on LinkedIn (for free)**

I get asked a lot how you can message an alumnus that you find without adding them as a connection and with a free account. There is a work around on LinkedIn that allows you to do this for free. Let's say from the search we ran above, you found a second connection that you could only see first name and last initial for. For simplicity sake, we will use my name as an example here, Chelsea Haring or Chelsea H. When you click on the person's profile, look to see if they share a group with you. If they do not, join a group that is unlocked that they are in. Let's say that you see Chelsea H. is a member of the Seattle Utilities group and you are too. You will be able to tell this because there will be a check mark next to the group on their profile.

- Copy my first/last name from their profile.
- Click on the group name that you share from their profile page.
- When the group opens up, click on the number of members that is hyperlinked next to the group name.
- You will notice a member search box comes up. Paste the name, in this case, Chelsea H., into the member search and my profile should come up as a result.
- You will notice at the bottom of the search result, there is a link to send a message. Click on this and you can customize the subject and there is no word limit and you can send a message to me for free.
- If plugging in the name doesn't pull the person's profile up as a search result, try copy/pasting their job title or company name and see if they come up that way.

Here is a sample draft of something you may want to say in this type of a note:

*Dear First Name,*

*I hope you are doing well. I am a fellow graduate of the North Seattle Electrician Training Program. I am relocating back to Seattle and am connecting with professionals in the area for job leads. I would love to learn more about your role at Hanford Electric and discuss any advice you have for me in my job search. Please let me know if you are free for a phone call after work or via email. Thank you for your time.*

*Best Wishes,  
Applicant*

For all the contacts you generate on a networking spreadsheet or that you search for and find on LinkedIn, you should either connect with them or message them directly. On days when you are not sure what you should be doing for your search, this will keep you busy! Keep networking!

### **Using LinkedIn as a Job Search Tool:**

Pulling Company Lists by Location on LinkedIn...

Some clients I work with are not ready to sort through alumni yet, but would like a list of companies in a given industry by the locations they are targeting. Here is how you would run that search.

- From the main search bar at the top, select the company sign from the drop down and hit the magnifying glass.
- Select the industry you would like.
- Identify the location and within how many miles you would like to search.
- It should pull up a list of companies by size for you to begin to sort through. You can then pull the interesting targets into your Job Search spreadsheet as well as the link to their website, so you can check open positions later.
- You will also be able to see if they have any job postings on LinkedIn and what connections you have to the company from your LinkedIn network.

#### **4.6.3 Networking In Person at Professional Events or Career Fairs:**

Even though a lot of the recruiting process happens virtually online, it is still important that you prepare to attend relevant career fairs, industry events and in person networking events as a part of your job search. Here are some suggestions for preparing for career fairs and how to present yourself:

#### **Things to do Before the Fair**

- Research Employers

You will save yourself a lot of time and have a much better experience if you do a little research ahead of time on the companies attending career fair. This is again where LinkedIn is really useful. Read the company page and review open positions and see if you are connected to anyone at that company. By doing this, you can easily approach recruiters and talk to them about the positions you are specifically seeking. To go the extra mile, you can also research the company websites in great deal to learn more about recent initiatives, hiring needs, and the organizational mission and structure.

- Update and Print Resume

Make sure you update your resume and print out copies. If you are going to be speaking with employers from different industries, you may want to have several different versions of your resume on hand. For example, if you are a history major interested in consulting, policy, and communications jobs, you may want to have three different versions of your resume tailored to each of those resumes that you use during the career fair. Print several copies of your resume so you are prepared to network with employers.

- Select Professional Clothing

A career fair is a professional event. Treat it like a job interview. It is better to be overdressed than underdressed. If you have a business suit, this is the perfect time to use it! Black, navy blue or grey suits are the most traditional. If you do not own a suit and do not plan to own one by career fair, make sure you are wearing slacks or professional pants or skirts, a buttoned up/collared shirt or professional sweater in the winter, and professional shoes. Students who come in shorts, workout clothes, or ripped jeans, will be asked to go home and change prior to coming into the career fair. Try not to wear too much cologne or perfume or unprofessional jewelry and make sure that if you are wearing a skirt suit, the skirt is knee length and the top is not too low cut.

- The Day of the Fair

What to bring...

All you need to bring is yourself (professionally dressed of course), a notepad or padfolio with paper, pen, copies of your resume, and business cards if you have them. There is a coat rack to hang your coat during the winter fair, but remember there is no area to leave your bags where they are supervised, so if you bring a backpack or laptop bag, you leave it at your own risk. It is distracting to have to lug around a lot of items when you are trying to meet and network with employers. Try leaving your backpack or other items at home if possible during the career fair.

When you first walk in...

There are usually anywhere from 80-120 employers at our larger career fairs. Career fairs are held in the basketball court area (lower level) of the rec center. When you walk into the career fair, follow the balloons to the student registration table. It is really important that you check in here. You can use your J Card to swipe in or sign in at the table. Once you have signed in, you will be given a career fair booklet, map of the tables, and an alphabetical list of companies. Once you have these items, you can move onto the name tag table and write your name, major and graduation year on your nametag. Before you walk into the fair, take 5-10 minutes to look up the table numbers of the companies you really want to talk to (hopefully you have done your homework and have a list of these before the day of career fair) and locate them on the map. Start by talking with those companies first. Some recruiters will have long lines so you want to make sure you maximize your time by speaking with the companies on your list first, instead of just wandering around.

Introducing yourself to employers...

It can be completely intimidating and terrifying thinking about approaching an employer that you have never met and introducing/promoting yourself. It is a great idea to practice your introduction prior to the career fair. We sometime refer to this introduction as preparing your “elevator speech.” Here are some of the things you can include in your introduction: Name, major, graduation date, career interest, relevant internships, coursework, skills that have prepared you for that industry, why you are interested in the company (reveal that you have done your research).

For example:

“Hi. My name is \_\_\_\_\_, and I am a senior at Johns Hopkins majoring in English. I am interested in pursuing a career in marketing and researched your training program for college graduates interested in becoming account executives. I completed an internship at a large public relations/marketing firm this past summer in New York and enjoyed the experience of conducting industry research to support the recommendations for a large client to launch a new product line in the food and beverage industry. My research was very well received and incorporated into the final recommendation to the client. Based on my education and experience I think I would be a great fit for this program. Can you tell me more about the entry level training program and what qualities you look for in top candidates?”

If you feel like you have a very positive conversation with a recruiter after introducing yourself, ask for a business card so you can follow up with them after the fair.

- After the Fair

Make sure you take the time after the fair to follow up with any contacts you made. If you learned about specific job openings, work on and submit your application materials. Follow up with anyone you collected business cards from. Remind them about the conversation you had during the career fair and mention you wanted to send your application materials directly to them. If you had a great conversation with a recruiter from a company that didn't have an opening, follow up thanking them for their time spent with you and remind them about the conversation you had. Try to conduct this follow up within one week of the career fair; the sooner, the better.

#### 4.6.4 College/State/National Resources

Here are three national job boards for job searches:

1. LinkedIn, [www.linkedin.com](http://www.linkedin.com)
2. Idealist.org, (nonprofit job board), [www.idealists.org](http://www.idealists.org)
3. Usajobs.gov (federal government jobs),

In addition, students are encouraged to use the career support services offered through the community colleges or through the State of Washington employment centers. Washington local Job Boards/Job Search Resources Links:

Worksource Washington (job board and unemployment claims)	<a href="https://fortress.wa.gov/esd/worksource/">https://fortress.wa.gov/esd/worksource/</a> , <a href="https://fortress.wa.gov/esd/employmentdata/employment-resources">https://fortress.wa.gov/esd/employmentdata/employment-resources</a>
Washington State Workforce Centers of Excellence (Look up resources for centers representing the fields you are looking for work in)	<a href="http://www.sbctc.ctc.edu/college/_e-wkforcecentersofexcellence.aspx">http://www.sbctc.ctc.edu/college/_e-wkforcecentersofexcellence.aspx</a>
Clark College Career Services	<a href="http://www.clark.edu/campus-life/careers/job_seekers.php">http://www.clark.edu/campus-life/careers/job_seekers.php</a>
North Seattle College Career Services	<a href="https://northseattle.edu/career-services/job-search-resources-information">https://northseattle.edu/career-services/job-search-resources-information</a>
Community Colleges of Spokane	<a href="http://www.spokanefalls.edu/Resources/Careers/Home.aspx">http://www.spokanefalls.edu/Resources/Careers/Home.aspx</a>
Whatcom Community College	<a href="http://www.whatcom.ctc.edu/get-started/advising-career-services/career-center">http://www.whatcom.ctc.edu/get-started/advising-career-services/career-center</a>
Tacoma Community College	<a href="http://www.tacomacc.edu/resourcesandservices/careercenter/">http://www.tacomacc.edu/resourcesandservices/careercenter/</a>
Seattle Central Community College	<a href="http://www.seattlecentral.edu/careercenter/">http://www.seattlecentral.edu/careercenter/</a>
South Seattle Community College	<a href="http://www.southseattle.edu/worksource/">http://www.southseattle.edu/worksource/</a>
Edmunds Community College Career Action Center	<a href="http://www.edcc.edu/careeractioncenter/">http://www.edcc.edu/careeractioncenter/</a>

Bellevue College Career Center	<a href="http://depts.bellevuecollege.edu/careers/">http://depts.bellevuecollege.edu/careers/</a>
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#### 4.6.5 Targeted Industry, Associations, Boards, Etc.

Students are encouraged to research websites for potential employers and to relevant associations.

List of Washington State Associations (many of these professional or industry groups have job boards on their sites)	<a href="https://www.sos.wa.gov/library/wa_orgsubjects.aspx">https://www.sos.wa.gov/library/wa_orgsubjects.aspx</a>
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#### 4.6.6 Web-Based Employment Networking

Students are provided a training on:

- Linked In
- Monster.Com
- Ensuring a Professional Online Presence
- Exercise: Build a Linked In Profile (See Section 4.6.2)

### 4.7 Module 7: Keeping the Job Search Active and Alive

Staying motivated can be a challenge during the job search process. This training focuses on overcoming that challenge and taking advantage of seasonal activities and other opportunities to capitalize on employment opportunities.

#### 4.7.1 Fill In Employment Gaps

According to monster.com, here are some ideas for dealing with employment gaps:

- Think about other activities you can use to fill that time period. You might have experience relevant to your job target, regardless of whether you were paid. Volunteer activities, community involvement, special projects, consulting engagements and continuing education can be used in the Experience section.
- Short gaps might not be apparent if you eliminate months from your traditional resume. Use the Objective statement to summarize your goal as well as your top qualifications. This will draw attention to your selling points and downplay your work chronology.
- If you're returning to the workforce after an extended absence, show how you've kept up-to-date with changes in your industry.
- If you've been out of work because you raised a family, continued your education, cared for a sick family member or recovered from an injury, be sure your tone is not apologetic.

There's nothing wrong with being out of work for whatever reason, and a negative attitude might affect your resume's quality.

### **If You're Concerned About Job-Hopping**

- Some fields are prone to short periods of employment, and job-hopping might not be a concern. For many other occupations, there is less of a stigma regarding job-hopping than in the past.
- The best way to handle job-hopping on your resume depends on your specific job titles and companies. You may be able to lump two or more similar positions under one heading (for example, Sales Representative, ABC Company and DEF Company, 2/07-4/09). You can list your combined work experience's highlights. Independent contractors and temporary workers should consider grouping their experience under one time period (such as IT Consultant/Network Specialist, 4/05-present) with project highlights.
- You don't need to include every job you've ever held. Short-term positions that don't do anything for you can certainly be omitted. Keep in mind: A resume is a marketing piece, but you will need to provide a complete work history if you are asked to fill out a job application, which is a signed legal document.
- Employers might be leery of hiring candidates with a history of job-hopping due to recruiting and training expenses. Use your cover letter to explain your work history and put a positive spin on your circumstances. Also, indicate your interest in a long-term position.

### **What About a Functional Resume?**

Many hiring professionals say they prefer chronological resumes to functional resumes. They are often suspicious of functional resumes, which are usually used to hide something. Select a functional format only if you have an extremely poor work background with extended gaps or a terrible history of job-hopping.

### **Accentuate the Positive**

There's nothing you can do to change your work experience, so the best strategy is to develop a forward-looking resume that shows the value you offer potential employers. If you are sticking with a chronological resume format, lead with a Qualifications Summary, a narrative profile summing up your key qualifications for the position. This will draw attention to your strengths.

### **Layoffs and Downsizing: Quick Tips to Improve Your Resume**

- Update your resume right away and be sure to showcase your recent achievements no matter how you may feel about your employer.
- Ask your former employer or colleagues to supply you with written reference letters. Consider including a positive quote from a reference letter in the Qualifications Summary

or Experience section.

- Read as many job openings as possible to evaluate the skills and experience employers find desirable. Incorporate your matching credentials into your resume.
- Don't misrepresent your employment status by indicating "to present" on your resume.
- Don't write the reason for leaving on your resume, but do use the cover letter to explain your circumstances.

(monster.com/career advice/employment gaps, 2016)

#### **4.7.2 Job Search with the Enthusiasm of Someone with a New Job**

Career Navigators offer WISE participants tips to keep a good attitude and stay motivated while looking for employment. The following tips are recommended by linkedin.com.

##### **Develop a thick skin**

Rejection is tough to cope with in any walk of life which means picking yourself up and starting again is sometimes seen as a tough ask. The key is to to develop a thick skin and to shut out any self-doubts or reproach. Remember being rejected is not personal as the recruiter is simply looking for the most suitable candidate to fill the vacant role. If you start to take things personally and brood over each rejection then you will simply be setting yourself up for even more failure and disappointment in the future.

##### **Learn from your mistakes**

Whenever I am discussing the concept of failure, I speak about why it is a good thing, and the biggest reason is that it allows you to learn. This is as true as ever in the job hunt. Take a look at every aspect of the application process – from the covering email, to your LinkedIn profile, right through to the interview - and ask yourself what you could improve and what aspects you could be doing differently. If you do come close to landing a job but lose out, then make sure you ask for some feedback. This is something very few candidates attempt, especially when they receive a rejection over email, but it is one of the most important things you will do. Call the interviewer and ask them for an honest appraisal of your skill set and interview. Then act on it to avoid making the same mistakes in the future. After all it could be something really simple that next time can tip the scales in your favour.

##### **Keep things in perspective**

It can be tough if you set your heart on a job or a post and then it goes to someone else, but I always advise people to look at the bigger picture. Every time you apply for a job, you are gaining experience. It could be experience in writing speculative applications, handling tricky interview questions, or any number of things. And always take time to celebrate even the small achievements – perhaps this time you got past the telephone interview stage, which you'd not done before. And if, as above, you take on board feedback, then eventually you will gain your rewards because practice does make perfect.

## Take time out

Don't spend every waking hour filling out applications and writing CVs. As well as being bad for your health, it will reduce the quality of what you do. Set yourself a fixed time to search and apply for jobs, then take yourself away from the grind. Do something completely different and more enjoyable; something which takes your mind away from the job search. It may be spending time with family and friends, it may even be some sort of charity work – which also looks good on your CV. Either way, it is crucial you don't get bogged down and take time to recharge your batteries.

(linkedin.com/how to stay motivated when job hunting, 2016)

### 4.7.3 Capitalize On Seasonal Events to Reconnect

As mentioned in the Networking training section, job seekers are encouraged to use job fairs, connections at seasonal events, and networking at related events to connect to job prospects. Once employed, job-related events create a unique opportunity to connect to new job opportunities.

### 4.7.4 Exercise: Reflect on Your Job Search

WISE participants are encouraged to reflect on their job search processes and compare them to those mentioned above in order to identify any gaps.

## 4.8 Module 8: Expanding Career Opportunities

Career braids and lattices are devices that help WISE participants visualize and learn about the job options that are available as they progress through a career. This training focuses on the use of these tools to expand career opportunities.

### 4.8.1 Career

Job seekers are encouraged to examine their career aspirations, and possible paths to obtain their career goals. The definition of a career is discussed - The Cambridge Dictionary defines a career as . . .

*a job for which you are trained and in which it is possible to advance during your working life, so that you get greater responsibility and earn more money.*

(Cambridge Dictionary, 2016)

### 4.8.2 Lattice

The Career Navigator provides training to ensure WISE participants have an understanding of the job options that exist as they progress through a career, to identify training/competency gaps that exist, and information on how to mitigate the gap.

#### A Career Lattice is:

- A framework for depicting relationships between and among jobs.
- More complex than career ladder; includes a variety of entry and exit points, and lateral moves.

- Includes information about training, certificates and job requirements.
- Educators use lattice to identify career structures, training gaps and develop or improve programs.
- Industry uses lattice to clarify career paths with new and incumbent workers, and to design internal training.
- Workers and students can use a career lattice to navigate career options, training programs, and develop new skills.

### 4.8.3 Career Braid

The Navigator assists WISE participants in:

- understanding the competencies/skills required for their career choice
- any competency/skill gaps that exist in order to meet the requirements for the career choice
- how to use pool jobs to obtain the competencies/skills (braiding) in order to meet the requirements for the career choice

### 4.8.4 Exercise: Create Career Lattice and Career Braid

Career Navigators use an exercise to assist students in understanding the career lattice, career braid, and choices they can make to meet the requirements for their chosen career.

## 5 Student Portfolio

The training provided by Career Navigators (Section 4) results in a Student Portfolio for each student, a document that provides job seekers with a tool to document life experiences, including education, military service, paid and unpaid work, and community, volunteer and family activities. The Student Portfolio supports career planning and job search by assisting job seekers in reflecting upon and documenting their core values, competencies, accomplishments and career path.

### 5.1 *The Importance of a Student Portfolio in Career Development*

The use of a Student Portfolio in the job search process can set job seekers apart from other applicants if used to accentuate abilities, skills, and accomplishments. It allows job seekers to give employers information that could not be included in the resume and cover letter, and to illustrate accomplishments for employers.

#### 5.1.1 What is a Student Portfolio?

A portfolio is a living and changing collection of records that reflects what job seekers have learned and what they can accomplish in a job setting. It highlights and showcases samples of best work, along with life experiences, values and achievements. An effective portfolio is a reflection of a job seeker's abilities as an individual and acts as a useful marketing tool to employers.

### **5.1.2 How Does a Student Portfolio Assist a Job Seeker in Employment and Career Development?**

The Portfolio is an important tool for job seekers to present their best work to prospective employers. It provides a visual representation of a person's abilities, skills, competencies, knowledge, and achievements. In addition, it allows the job seeker to prepare for interviews by reviewing their qualifications and how they meet or exceed the qualifications of a prospective job. It provides a tool for job seekers to prepare to speak about their accomplishments with confidence.

#### **5.1.2.1 Use of the Student Portfolio - In person and online (Linked In)**

## **5.2 Components of a Student Portfolio**

This section will provide information on the essential contents of a Student Portfolio in order to effectively highlight the accomplishments of each job seeker. Although job seekers will tailor the portfolio to reflect their own accomplishments, below is a list of common items included in a portfolio.

### **5.2.1 Results of Competency Assessment**

As noted in Section 4.1.2, WISE participants identify several core competencies they possess that bring value to an employer. The result of this assessment is used in developing resumes, and in producing a student portfolio.

### **5.2.2 Results of Professional Work Values Profile**

As noted in Section 4.1.e, WISE participants identify work values in order to assist them in evaluating whether potential employers have a culture that meets or exceeds the work values they seek. The result of this assessment is used in developing resumes, and in producing a student portfolio.

## **5.3 Cover Letter Templates**

As noted in Section 4.3.1 WISE participants learn to develop cover letters to introduce themselves to potential employers and to elaborate on how their skills and strengths meet those required for the position being sought. Below are examples of cover letters.

### **5.3.1 Example of Cover Letter for Apprentice Application**

55 Example Drive  
Houston TX 65555

January 11, 2016

Ms. Mary S. Brown  
Human Resources Manager  
Premier Systems

15 Petra Street  
Houston TX 65587

**Re: IT Apprenticeship Position at Premier Systems**

Dear Ms. Brown:

I would like to join Premier Systems as an IT apprentice and eager to bring my enthusiasm and creativeness when working with computer networks of your clients.

My work experience of LAN/WAN installation, during my summer job at ABC Company, has helped me gain skills and knowledge associated with Computer Networks. I received the best employee of the month award due to my dedication, good performance and exceptional understanding of technical problems. The response from the clients of ABC Company regarding my performance was very encouraging. Because of my high level of understanding of network protocols and my excellent communication skills, the customers for whom I served have recommended me the best Network Technician to their friends.

I would be grateful for the opportunity to discuss my suitability as an IT apprentice with Premier Systems through an interview. I can be reached at (000) 984-3476 or via email at david @ email . com. Moreover, I will call you next week to follow-up on my application. Thank you for your time and consideration.

Sincerely,

(Signature)  
David Anderson

Enc. Resume

(Cover Letters and Resumes - Apprenticeship Cover Letter Sample, 2016)

### 5.3.2 Examples of Cover Letter for Targeted Application

#### **James Louis**

556 Olympic Avenue ~ Cumberland, MD 56001  
☎ (003) 222-1111 james @ email . com

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Monday, January 26, 2016

Mr. Kevin Myers  
HR Manager  
Textron Inc.

65 Serene Boulevards  
Cumberland, MD 56001

Dear Mr. Myers:

With innate electrical troubleshooting ability and demonstrated skills in comprehending electrical circuits and blueprints, I am writing to apply for a Journeyman/Electrician position at Textron Inc.

My relevant qualifications include:

- Experienced in planning and implementing wiring layouts, equipment and fixtures placements
- Expert in maintenance of low voltage processes involving single and multiphase wiring
- Strong familiarity with safe electrical practices and electric safety codes
- Demonstrated ability to diagnose and troubleshoot malfunctioning systems and appliances
- Thorough understanding of instructions that come with installation manuals of various electronic devices

My 4+ years of experience with ABC Company has rendered me an expert in the field. I have a special talent for selecting and installing a diverse range of electrical devices in conformity with the NEC guidelines.

My enclosed resume further elaborates my strengths and career achievements. I would welcome the opportunity to meet with you and discuss the possible merging of my talents with your needs. Should you have any questions regarding my qualifications, please do not hesitate to contact me.

Thank you for your time and consideration.

Sincerely,

James Louis

Enclosure

(Cover Letters and Resumes, 2016)

### 5.3.3 Example of Cover Letter for General Job Application

*Your Name*  
*Your Address*  
*Your City, State, Zip Code*  
*Your Phone Number*  
*Your Email Address*

*Date*

*Dear Sir or Madam*

*I am a hard-working and determined professional seeking an opportunity to succeed in a dynamic company such as yours. I am confident that my knowledge, ability and experience allow me to deliver successful results for any company in a range of administrative positions*

*Please allow me to highlight my key skills:*

- *able to effectively manage my time through careful planning and organization of work activities*
- *an aptitude for identifying and resolving problems efficiently*
- *excellent communication skills that result in positive interpersonal relationships*
- *a track record of meeting deadlines and producing accurate work of a high standard*
- *proven ability to make sound decisions based on valid information*
- *the capacity to learn and and apply new information quickly and accurately*
- *strong computer skills with proficiency in MS Office*

*I am convinced that I can be an asset in any position requiring hard work, enthusiasm and reliability and I look forward to hearing from you in the near future.*

*The enclosed resume expands on my qualifications and experience.*

*Thank you for your time and consideration.*

*Sincerely,*

*Janet Smith*

*Enclosure*

(The Best Job Interview - Generic Cover Letter, 2016)

## **5.4 Documentation of Experience/Targeted Resume**

### **5.4.1 Documentation of Experience**

During the training discussed in Section 4.1, it is important for job seekers to document their prior work experiences. The documentation of prior work experience is a process in the building of a Student Portfolio. Documenting prior work experiences creates a picture of the value that can be provided to a potential employer. It is meant to contain enough information to be responsive to all types of jobs a student is attracted to in his/her job search. It enables a student/job seeker to create a resume targeted for a specific job from previously developed documentation ie: (Documentation of Experience).

**GYAN GUPTA**

703 Angelica Circle  
Cary, NC 27518

Cell/Text: 919.434.6137  
[gyanofcary@yahoo.com](mailto:gyanofcary@yahoo.com)

**PROFESSIONAL SUMMARY**

Gyan Gupta is an agile champion who leads teams in tailoring and adopting Agile and Scaled Agile Framework (SAFe) principles and frameworks. He is an analytical thinker and communicator with facilitation and conflict resolution skills. Experienced in full lifecycle software development (SDLC) and knowledge of several agile frameworks like Scrum, XP, Pair Programming, TDD, ATDD, and Kanban and is interested in:

- Mentoring teams on Agile practices for large enterprise and complex environment
- Coaching various functional roles during Agile transformation on best practices
- Working closely with Product Owners on creating and grooming the product backlog
- Working with Product Manager and Release Train Conductor/Engineer on release planning and schedule
- Facilitation of Sprint and Release Planning, Daily Stand up, Sprint Review, Demo and Retrospective
- Creating Scrum artifacts and Big Visible Information Radiator (BVIR) of Burn up and Burn Down charts
- Identifying, resolving and removing impediments
- Teaching and implementing engineering best practices
- Evaluating and recommending appropriate Scrum tools and best usage
- Using standard Agile tracking and team evaluation tools, e.g. Rally, Jira, RTC, etc.

Gyan is a certified Scrum Master (CSM), Product Owner (CSPO) and Scaled Agile Framework (SAFe) Practitioner with experiences in eCommerce, Healthcare Insurance and Finance industry verticals.

**PROFESSIONAL EXPERIENCE**

ELIASSEN GROUP, BOSTON, MA

NOV 2014-MARCH 2015

**Senior Scrum Master, Agile practice**

**Client: Confidential Software Development Company, Raleigh, NC**

- Carried out daily stand-up meetings, reviews, retrospectives, sprint and release planning, demos, and other Scrum-related meetings for three teams
- Managed teams doing a combination of Kanban with daily Scrum for development and delivery of Java based code, ETL, etc
- Used Rally tool for managing Scrum/Kanban, artifacts and team performance

STANLEY GIBBONS INC, RALEIGH, NC

MAY 2014- NOV 2014

**Scrum Master**

- Led two agile teams in a small startup eCommerce company
- Coached management, team and vendors on the Agile frameworks and using Scrum and Kanban for development using Java, Ruby on Rails, ETL, etc.
- Led Scrum of Scrum with Product Management, Team Leads and Scrum Masters to manage cross team dependencies and impediments
- Used Jira and Confluence tools for Scrum and Kanban, creating burn down, burn up and other artifacts as needed
- Worked with product management team to connect lean startup philosophy with lean development to build an agile company and culture to deliver value to both customers and stockholders

CARLISLE & GALLAGHER CONSULTING GROUP, CHARLOTTE, NC

JANUARY 2014 – MAY 2014

**Senior Scrum Master, Agile practice**

**Client: Confidential Financial Services Company, Charlotte, NC**

- Stared a new program and release with Sprint 0 planning with product backlog and building a new cross-functional, mostly remote, team
- Facilitating daily stand-up meetings, reviews, retrospectives, sprint and release planning, demos, and other Scrum-related meetings
- Led team to overcome dysfunctions, improve creativity and continues delivery
- Using IBM Rational Team Concert (RTC) tool for epics, features, stories, tasks, etc., coaching team on effective use of the tool

BRANCH BANKING AND TRUST (BB&T) — RALEIGH, NC  
**Solution Architect and AVP, Office of the CTO**

2004-2008

**IT Architect**

*IT Strategic Planning and Optimization (2007-2008)*

- Implemented an IT governance model leveraging CoBIT and ITIL for the BB&T corporate IT, subsidiaries and lines of businesses to comply with the regulatory requirements and produce successful audits.
- Developed an IT scorecard to support governance model, tracking controls and audits. IT audit area included IT Management practices such as security, project management, problem/change management, and budget/expense management.
- Monitored LOB/Subsidiary IT budgets, expenses and variances as tracked by the corporate systems. Generated monthly, quarterly and yearly variance reports for IT management and LOB for remediation.

**IT Business Consultant**

*IT Application and Architecture Planning (2004-2007)*

- Performed several IT feasibility studies, created solutions, developed architectures and cost models for system upgrades, merger and implementations.
- Feasibility studies included multiple solution architectures and options with a recommendation based on SWOT analysis and presented it to the IT and business leaders for funding and deployment.
- Worked with lines of business and IT executives to gather business requirements, guide them with the technology/solutions/architecture, funding, project approval and solution implementation.
- Developed IT standards, policies, procedures and guidelines for IT services including, enterprise directory services, security, and client/server platforms.
- Developed and responded to Request for Proposals (RFPs) with a sense of urgency in regards to planning, communicating and executing, worked through the selection process for vendor selection.

DELL, INC. — AUSTIN TX

2003-2004

**IT Business Integration Consultant, Contract position**

- Defined, developed and integrated business process and tools for managed deployment of Dell and non-Dell IT equipment for their key customers.
- Gathered requirements, developed SRS, technical requirements, created swim-lane process flows for enhancements to the Service Call Tracking software and managed transition.

IBM CORPORATION — US, GERMANY, INDIA

1984-2003

**Consulting IT Director**

*IBM Global Services, India (2002-2003)*

- Participated in development of a \$250 million petroleum distribution and retail project for a key international customer (Reliance Industries Limited).
- Created and implemented cross-functional project plans and budgets for development and deployment of the pilot sites for petroleum retail sale.
- Communicated and documented solutions, impact analysis, benefits/risks, implementation requirements, and recommended approaches.

**Senior IT Solution Architect/Consultant**

*Office of the CIO (2001-2002)*

- Managed requirements gathering and developed projects for Enterprise Systems Management offering for End-to-End management of IBM Business processes and revenue-generating web sites.
- Worked with Global Services to define and implement a cost effective solution for End-to-End systems management offering, significantly improving availability and performance of business applications.

**Senior IT Solution Architect and Technical Team Lead**

*Global Services (2000-2001)*

- Technical Project Manager to implement updates and changes to the deployed websites for a commercial account with focus service continuity, high availability and performance.
- Managed critical situations to resolve problems and meet high availability SLAs for a commercial account.
- Improved customer satisfaction by 5 points by defining pro-active measures to avert web-site outages.

GYAN GUPTA

3 OF 4



**Senior IT Solution Architect**

*Global Services (1997-2000)*

- Defined and deployed global IBM Lotus Notes infrastructure for IBM employees. Implemented multiple business processes, such as, Asset Requisition, Problem management, and other databases using Lotus Notes. Deployed multiple versions of Lotus Notes server infrastructure and client application to the global employee population.
- Worked with PC Company to support manufacturing IT systems.
- Architected and project managed Tivoli Service Desk-based best-of-breed solution and integrated it with existing infrastructure to streamline worldwide PC asset management for 280,000 employees, resulting in more efficient processes and \$10 million in cost savings.

**Advisory Technical Planner**

*Global Services (1995-1997)*

- Investigated technical implementation and transition feasibility for outsourcing contracts resulting in developing transition methodology, cost model and project plan for service delivery.
- Provided technical support to sales and marketing teams for pre and post-sale opportunities.
- Worked as member of the transition team for outsourcing business, to help develop Transition Guide, Generic Transition Plan and Technical Due Diligence Guide.

**Assurance Engineer**

*Finance Systems and Store Systems (1984-1995)*

- Conducted several field studies with the key IBM customers (Lowe's, Dillard's and Wal-Mart) for feasibility of the new technologies, such as, wireless, smart-cards, etc.
- Integrated POS devices, such as, scanners, scale, wireless, printers with the POS and the back-end systems. Worked with customers, planners and developers to ensure system meets functional requirements.
- Tested POS systems to IBM standards for susceptibility to Electrostatic discharges, Power disturbances, Electromagnetic compatibility (FCC), Environmental changes, Shock and Vibration, etc.

**EDUCATION AND TRAINING**

**MSEE**, Computer Engineering, Purdue University, West Lafayette, IN

**BSEE**, Jabalpur University, Jabalpur, MP, India

**TECHNICAL SKILLS**

- IT Architecture and Solution development
- Enterprise Systems Management and ITIL
- Software Development Life Cycle and quality assurance (testing)
- Microsoft Windows Operating Systems and applications: Office, Visio and Project

**CERTIFICATIONS**

- Certified Scrum Master (CSM)
- Certified Product Owner (CSPO)
- Certified SAFe Practitioner

## 5.4.2 Targeted Resume

During Resume Training (Section 4.2), students tailor the Documentation of Experience to develop customized resumes for a specific job or business opportunity. A Targeted Resume resume for any particular job opportunity is important to include in a Student Portfolio.

### James Morgan

65 Yardley Street • Gresham, OR 56707 • (004) 333-5555 • james . morgan @ email . com

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#### UTILITY WORKER

**PERFORMANCE SUMMARY:** Highly industrious and safety-minded Utility Worker, expert in repairing gas and water main and service lines, particularly effective in maintenance of drainage structures. Methodical professional with hands-on experience in line distribution, leak repairing and pipeline inspection. Apt at reading and interpreting construction drawings and blueprints.

#### Special talents include:

- Leak Repair
- Equipment Maintenance
- Gasoline Inventory
- Warehouse Management
- Tap Installation
- Line Distribution
- Quality Inspection
- Material Stocking
- Airlock Handling
- Drain Unclogging
- Valve Tightening
- Loading/ Unloading

#### PROFESSIONAL EXPERIENCE

PACIFIC GAS, Gresham, OR | May 2013 – Present

##### Utility Worker

- Perform scheduled maintenance of drainage structures, catch basins and storm drains
- Clean and organize all material in the warehouse
- Maintain the tools and equipment in a neat and functional order
- Install taps and valves on main as well as service lines
- Identify and repair leaks in gas and water lines
- Upkeep the material inventory and issue periodic stock reports
- Perform minor repairs and assist in warehouse maintenance

##### Key Results and Accomplishments

- Repaired an underground water pipeline system, saving up till \$30K in terms of replacement cost
- Enhanced the productivity of press operations by 30% through implementation of modern utility installation SOPs
- Reduced operational costs by 20% through initiation of energy saving distribution protocols
- Spearheaded the setup of a power source distribution project involving 30+ gallons daily consumption of gasoline

CONSUMERS ENERGY, Gresham, OR | March 2010 – April 2013

##### Utility Aide

- Assisted in repair and maintenance of distribution systems
- Repaired leaks by wrapping the pipes with appropriate material
- Performed pipeline maintenance tasks by shoveling and spreading asphalt into patching
- Operated pallet stretches and forklifts for transportation of pipes in the warehouse
- Swept, mopped and cleaned the worksite after carrying out repair work
- Assisted the management team in execution of administrative tasks
- Performed custodial duties as required

#### EDUCATION

VOCATIONAL INSTITUTE OF AMERICA, Gresham, OR – 2010

Diploma in Utility Installation

### 5.4.3 Pacific Northwest Center of Excellence for Clean Energy Resume Template

The Pacific Northwest Center of Excellence for Clean Energy developed the following template for their Energy Tech students. It ensures that key words are included in their targeted resume, specifically as it pertains to the educational components of the Power Operations Program at Centralia College.

Name First Name Last	
Street Address	Phone
City, WA Zip	Email

---

**OBJECTIVE:** <State your goal in applying for the position, and include a competency/skill that applies to the job.>

Seeking a challenging summer internship at XYZ City Light in order to use my strong mechanical and problem-solving skills to gain experience that leads to a long-term career in the xxx industry.

**EDUCATION:**

<b>Year</b>	<b>Centralia Community College</b>	<b>Energy Technology/Power Operations (AAS)</b>
-------------	------------------------------------	---

Fundamentals of electricity generation, transmission and distribution, Ohm's Law, series and parallel circuits, single and 3-phase systems, transformers, generators, hydraulics/pneumatics, boilers, valves, pumps, bearings, photovoltaic/solar panels HVAC, OSHA trained.

- (GPI) General Physics Online Learning – Successfully completed xxx modules, including \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
- National Career Readiness Certificate (NCRC): Level \_\_\_\_\_ Issue Date mo-day-year, Certificate ID: \_\_\_\_\_
- NERC Training: \_\_\_\_\_
- <Add other awards/accomplishments that relate to your education; i.e., IEEE Student Member, Dean's List, etc.>

**SKILLS/ABILITIES:** <List skills you possess that related to the job at hand – change for each position in order to reflect the skills/abilities you possess that translate to the position.>

- Mechanical systems troubleshooting and repair
- Upper level mathematics
- Power and hand tool operations
- Working knowledge of Print Reading, drafting, schematic drawings/diagrams

**WORK HISTORY:** <Provide a short explanation of your work history – highlight duties that relate to the position you are seeking>

<b>2010-2015</b>	<b>Acme Company</b>	<b>Olympia, WA</b>
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**Seasonal Utility Worker:** Assisted with scheduled maintenance of drainage structures, catch basins and storm drains. Cleaned and organized all material in the warehouse. Maintained upkeep of material inventory. Performed minor repairs and assisted in warehouse maintenance.

<b>2012-2015</b>	<b>XYZ Company</b>	<b>Centralia, WA</b>
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**Equipment Operator:** Operated a variety of heavy equipment, performed work in confined spaces, lifted heavy objects. Maintained tools and equipment, worked independently and in crews.

<b>2007-2011</b>	<b>ABC Company</b>	<b>Lacey, WA</b>
------------------	--------------------	------------------

**Fork Lift Operator:** Moved freight to and from storage and production areas, loading docks, delivery vehicles and containers.

## **5.5 Education Verification**

This section of the portfolio should contain evidence of the job seeker's educational accomplishments, as noted below.

- Certifications, including Career Readiness Certificate
- Credentials
- Transcripts

## **5.6 Experience**

This section of the portfolio should contain evidence of the job seeker's work experience/accomplishments. The documented evidence should include work, volunteer and leadership experience/accomplishments, as noted below.

### **5.6.1 Work Experience**

- Employers
- Military
- Internships
- Summer Jobs

### **5.6.2 Volunteer Experience**

- Community Involvement
- Charitable Associations
- Professional Associations

### **5.6.3 Leadership Experience**

- Paid
- Volunteer

## **5.7 Awards and Achievements**

- Certificates of Achievement
- Documentation of awards
- Newspaper clippings

## **5.8 Examples of Work**

- Class assignments
- Professional examples of work (presentations, reports, etc.)

## **5.9 Special Skills**

- Languages

- Other special job-related skills

### **5.10 References/Letters of Recommendation**

- Faculty
- Employers
- Other
  - Co-Workers
  - Military
  - Volunteer Coordinators
  - Non-Family Personal References

### **5.11 Follow-Up Letter**

- Example of post-interview thank-you letter

### **5.12 Copy of Linked-In Profile Page**

Job seekers are encouraged to create a Linked-In profile during training (Section 4) and include in their portfolio.

### **5.13 Sample Interview Questions/Answers**

Job seekers are encouraged to take notes during practice interview training (Section 4) and include this information in their portfolio.

### **5.14 Job Search/Career Plan**

During training (Section 4), job seekers create a career plan, which becomes part of their portfolio.

## **6 Working with Veterans**

In order to assist veterans with career navigation it is critical that the Navigator has a familiarity with veteran's experiences and challenges. Ideally, it would be someone who is a veteran or someone who has worked with veterans in the past. There are several types of veterans based on their Service, and it is also important to understand the time in Service between a combat veteran and a state-side veteran in terms of those experience differentials. Also, an understanding of the veteran service providers, such as the VA and the State VA, is useful in order to assist veterans to obtain their benefits and other services.

## 6.1 Student Veteran Academic Progress

Most veterans are motivated to do well in class, attend regularly, and complete their degrees. However, there are a different set of stressors that veterans deal with than the general younger student population. Financial concerns, due to the GI Bill's occasional inconsistencies, are a chief driver of stress for veterans. Many veterans have families, and often the spouse has not worked due to being a single parent during deployments, so the veteran's income is crucial to family stability. Any threat to finances or any other family disruptions can cause a veteran to have attendance or grade problems.

A Navigator can be best prepared to assist with these issues if there is an "early warning system" established by the Navigator with the WISE grant curriculum programs, i.e. the instructors of those classes. This system of early concern could potentially find a solution to the veteran's difficulty by hearing about any changes in behavior by the veteran, and thereby prevent a withdrawal or failing grade. Obviously, the Navigator would have a working relationship with the Certifying Official at the college and other relevant staff or resources that could assist to intervene in financial or other areas of concern for the veteran.

## 6.2 Benefits Available to Veterans and Spouses

There are a variety of benefits available to veterans through the 9/11 GI Bill, education, health, spousal, home loans, etc. The most efficient way for the veteran to understand and access those benefits is for them to sit down with a veterans benefit specialist who can review all those benefits with them. Often the Certifying Official at the college is unfamiliar with the breadth of available benefits and so the State VA benefit specialist or some other benefit specialist through organizations like the VFW or Purple Heart Association can best assist the veteran to gain the best understanding of their options.

### 6.2.1 GI Bill – Tuition and BAH

Below is a legal definition of veteran status in order to receive certain GI Bill benefits. However in researching a number of colleges, each one may have a more expanded definition in order to provide tuition reductions. So, it is important to understand the specific college definitions. Pre Post-9/11 GI bills need to be researched with the college Certifying Official in order to assist the veteran with the best choice. The college Certifying Official is **always** the most important person for the veteran to talk with **prior** to entering the college. With the 9/11 GI Bill there is a BAH or cost of living benefit that is dependent on the zip code of the college. It allows for living costs beyond the tuition paid to the college.

#### Post-9/11 GI Bill

If you have at least 90 days of aggregate active duty service after Sept. 10, 2001, and are still on active duty, or if you are an honorably discharged Veteran or were discharged with a service-connected disability after 30 days, you may be eligible for this VA-administered program.

If you have eligibility for the Post-9/11 GI Bill and any other GI Bill program you must make an irrevocable election of the Post-9/11 GI Bill before you can receive any benefits.

The Post-9/11 GI Bill has a few specific components that are unavailable in other GI Bill programs:

[Yellow Ribbon Program](#) private colleges opt into the Yellow Ribbon program to assist veterans to be able to afford those colleges.

[Transfer of Entitlement Option](#) The 9/11GI Bill, in certain instances, can be transferred to a child or spouse.

### 6.2.2 Student Federal Aid

Often, veterans do not believe that they are eligible for Federal student aid. This is not accurate. They can receive Pell Grants, Student Loans, and other benefits beyond their GI Bill. Again, checking with the college Certifying Official is the best choice for the veteran, as well as checking with the Student Financial Aid office for any possible Federal Aid they might be able to procure.

### 6.2.3 College Scholarships Designated for Veterans

Some colleges have set aside specific Veteran Scholarships through their Foundations and it is important for the veteran to ask about these opportunities.

### 6.2.4 Spousal Support Through the GI Bill and Other Sources

Because of changes in the 9/11 GI Bill, spouses and children of veterans are often able to utilize the GI Bill if the veteran themselves opts out of using their benefits. In addition there is a Chapter 35 Benefit for spouses and children due to the veteran's status of 100% disability.

## 6.3 Veteran Employment Training System

This is an extremely important training opportunity for veterans thinking of entering or those beginning a college program. The components of this training lead to a Signature and Signature Statement which are essential to understanding a career and education pathway. The components are:

**Significance** – what each veteran does in the world that provides substantive value to themselves and others.

**Purpose** – why or for what purpose the veteran uses those behaviors to create value. What is the underlying self-motivation.

**Values** – what four or five values (which are internal) guide the veteran in their life and relationships with others.

**Guiding Principles** – what are the behaviors that derive from these values above, how can the values be seen in action.

**Competencies** – what four or five competencies does the veteran possess that would lead them to satisfaction in their career.

**Signature** – is a synthesis of the veteran's Significance and Purpose and can be considered their "tag line", a brief statement of their impact on the world.

**Signature Statement** – is a synthesis of everything above. It is two or three short sentences that is their "elevator speech", that signifies their value to a company or a career path.

There is a great deal more material covered in the training which leads to a better understanding of themselves and assists with their transition from their previous military "unit,

mission, and culture” to a self-ownership of their new civilian mission, civilian unit and civilian culture.

### 6.3.1 Veteran Priority

#### 6.3.1.1 Veterans Preference

Each college has a different approach to veteran benefits and preferences, and consequently Navigators need to research their college standards. Some colleges give no tuition waiver, while others give up to 50% tuition reductions as an example. By discussing the "veteran preference" with the Certifying Official (Veteran Representative) at the college, the Navigator can quickly discover what benefits might be available to a veteran or spouse in the WISE programs.

Additionally, each State has different laws regarding National Guard Members or Reservists in terms of time allowed without penalty for a Guard Member to go to his or her Drill for an extended period of time during a school Quarter. Washington State has several laws that should become familiar to Navigators who are working with Guard Members or Reservists.

Employment is also a complex issue in terms of veteran preference, and it is imperative that a Navigator delve into the exact nature of "veteran preference" as touted by a given employer. For instance some large Companies or Federal Agencies talk about "veteran preference", but it can be very symbolic rather than substantive, such as "well, veterans can take the test as often as they want to, where regular civilians can only take the test once". There is no mention of any extra value being given to the veteran for taking the test. The best advice to a veteran is that they are able and willing to describe and demonstrate what value they bring to an employer, and that value will be their best hope for obtaining the job.

### 6.3.2 Spouses

Spouses of veterans also need the above mentioned training, and it is changed to be Spouse Employment Training System. The focus is on the challenges that spouses face often with multiple deployments, raising children by themselves, and dealing with stressors that are unique to their situation. The basic elements are still in place, but with a focus on their particular Competencies and Values.

## 6.4 Local College Support for Veterans and Spouses

There can often be specific veteran and spouse support at a local college and so the Navigator needs to ascertain fairly quickly what those supports might be within their context of operation.

### 6.4.1 Certifying Officials at each college

As mentioned previously, the Certifying Official (C.O.) is the most important person to be accessed **first** by the veteran or spouse. It is imperative that the Navigator direct the veteran to this staff member before college entrance so that the GI Bill paperwork can be started immediately. If there is a hiccup with the GI Bill, again the Certifying Official is the first person to be contacted. Remember that the C.O. has no control of the Veterans Administration and what decisions the VA makes, so assist the veteran to understand that limitation.

### **6.4.2 Vet Corps members or other Veteran Navigators**

In Washington State, and possibly a few other States there is an AmeriCorps program called the Vet Corps. At many colleges around the State there is an “veteran space” dedicated to veterans that the Vet Corps member occupies and they are present to assist the veteran and spouse with all the other potential services that the VA and other providers can access for the veteran. Often the Certifying Official is over their heads with paperwork and so the Vet Corps member or some other Veteran Navigator can be of great assistance to understanding VA services, navigating the college, or simply being an ear when inevitable frustration arises.

### **6.4.3 Veterans Resource Rooms**

As mentioned in the previous section, many colleges now have “veteran spaces” which can be a place of comfort and also a source of information for the veteran and spouse.

### **6.4.4 Veteran Alumni who provide career possibilities**

An untapped resource that a Navigator can utilize for career possibilities is alumni who are veterans and own businesses or are in a Company that is looking to hire more veterans. By talking with the Foundation Office or Alumni Staff at the college, a Navigator can often find unique connections that will greatly benefit the veteran when they are ready to graduate and pursue a career. Occasionally those alumni who are veterans can also provide opportunities for internships, career fairs, job shadowing, and other helpful information.

## **6.5 VA Benefits and Services**

There are numerous VA benefits and the best resources for finding out what is relevant for a particular veteran or spouse is a Veteran Benefit Specialist who works at the State VA (e.g. Washington State Department of Veterans Affairs) or at one of the many Service Officer Agencies, like the VFW, Order of the Purple Heart, American Legion, etc.

### **6.5.1 Disability Benefits**

Many veterans come out of the Service with disabilities that are already diagnosed and treated. However there are other veterans who have not fully understood that they had a disability, such as Post Traumatic Stress (PTS) or Traumatic Brain Injury (TBI). As such, it is important for a Career Navigator to do an interview with each veteran to ascertain if the veteran already has diagnosed disabilities or if they might believe that something may be “not quite right”. If there is any indication of a particular concern the Navigator should refer them to a Service Provider (like the Service Officers noted above) who can do an assessment and get them referred to the VA. Referring the VA directly can sometimes work, but often veterans are reluctant to go to the VA as their first stop.

### **6.5.2 Vocational Rehabilitation**

If a veteran already has a disability that has documented and it is more than the minimum (10 or 20%) then they can utilize Chapter 31, which allow them to go to the VA Vocational Rehabilitation Case Manager and receive a different kind of funding for college. Your C.O. may already have discussed this with the veteran, but in case they have not you may want to refer them back to the C.O. so that they understand their options for college funding.

### **6.5.3 Disability Modifications or Accommodations**

If a veteran has already been diagnosed with a disability, they are eligible for an Accommodation at the college and the Navigator can assist the veteran by directing them to the Disability Office at the college, where the Disability Director can work with staff and faculty to create the accommodation that provides appropriate modifications to the education process.

### **6.5.4 VA Work Study Opportunities**

The VA provides Work Study Opportunities for veterans at colleges, based on the number of veterans at the college. These opportunities are usually based with the Certifying Officials office and a hard-working veteran often can lighten the load of the C.O. and provide valuable assistance to other veterans. Occasionally those Work Study opportunities are located elsewhere in the college. In addition, often Work Source offices had postings for Work Studies and a student can work there while going to school if they have a need for extra income.

## **6.6 State VA Benefits and Services**

Often the State VA benefits are overlooked by students and colleges so it is important for a Navigator to talk to a local representative of the State (e.g. Washington State Department of Veterans Affairs) to determine any helpful benefits or services that might be useful to their veteran cohort.

### **6.6.1 Service Officers for Disability and other claims**

As was mentioned earlier, there are State Disability claims officers who can be called upon to provide valuable assistance to veterans at the college.

### **6.6.2 State-wide list of resources and services in each community**

By accessing the web-site for each State (e.g. Washington State Department of Veterans Affairs, [wdva.wa.gov](http://wdva.wa.gov)) a Navigator can access state-wide services for veterans and find local services to their college that would benefit their veteran cohort.

### **6.6.3 Funding for emergencies in some States**

Both at the college (sometimes) and at the State, WDVA, there are often emergency funds for unforeseen difficulties that veterans face. Often the GI Bill BAH (cost of living funds) are delayed for a variety of reasons and often the college or the WDVA can provide emergency funds to cover a crucial cost like an electric bill, etc. until the BAH funds arrive.

### **6.6.4 Referral to Counselors and other Providers**

With Post Traumatic Stress and other effects of combat and Military Service there is a need for counseling and other services to deal with these issues. In Washington State there are four VA hospitals now that can be utilized for mental health and other services. In additions, through the WDVA there are free counselors positioned around the State to assist veterans and their families with mental health issues related to Military Service. By accessing the WDVA web-site the Navigator can find a local or federal counseling situation (Vet Centers located in major areas) to assist the veteran with their concerns.

### **6.6.5 Assistance with Housing**

The VA provides some emergency housing for veterans who are in need. There are also other federal and local providers who assist with temporary and longer term housing.

## **6.7 Non-profit and other Veteran Resources (e.g. VFW, Veteran non-profit foundations)**

### **6.7.1 Career assistance**

There are a number of non-profits that have arisen since 9/11 that are involved in one way or another with career assistance to veterans. Boots to Shoes is a non-profit that provides mentoring with retired business people to veterans regarding their career path. The Wounded Warrior Project provides some career assistance. Rally Point Six in Tacoma also provides this kind of assistance. A Navigator can access the list of non-profits in their area by checking with the state-wide resource list on the WDVA web-site.

### **6.7.2 Emergency Funding**

Again, certain non-profits provide emergency funding for veterans, check your local area list. The VFW and other Service agencies offer emergency funding depending on the local chapters.

## **6.8 Department of Labor Resources**

The Department of Labor has a long history of providing services to veterans (as well as civilians). There are several agencies that operate with DOL funding, and the DOL also funds grants such as the TAACCCT grant that is responsible for this particular grant.

### **6.8.1 Work Force Education Boards (WEB)**

The Department of Labor funds Work Force Education Boards, which sometime work in more than one County, depending on the size of the County. The Navigator can find their closest office by the state-wide list of resources or by researching the Department of Labor web-site or by asking the local Work Source Office, which works closely with the WEB). Each Work Force Education Board assists veterans in different ways, so it is important for the Navigator to understand the kind of assistance provided to veterans to best assist their student veteran.

### **6.8.2 Work Source Offices (DVOPs and LVERs)**

Many local Work Source offices have either or both a DVOP (Disabled Veterans Outreach Program) staff and an LVER (Local Veterans Employment Representative). These staff are charged with assisting veterans with employment opportunities and career planning. The Navigator can find the names of these local staff members by accessing your local Work Source office information. The DVOP or LVER will often be willing to come to the college to discuss their ability to assist.

### 6.8.3 Resources for WISE Veterans

[http://wdr.doleta.gov/directives/corr\\_doc.cfm?DOCN=2816](http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2816) Who counts as a veteran

<https://studentaid.ed.gov/sa/types/grants-scholarships/military> Federal Student Aid to Veterans and family members

[http://www.cnic.navy.mil/CNIC\\_HQ\\_Site/WhatWeDo/FleetandFamilyReadiness/FamilyReadiness/ChildAndYouthPrograms/NavySchoolLiaisonOfficer/index.htm](http://www.cnic.navy.mil/CNIC_HQ_Site/WhatWeDo/FleetandFamilyReadiness/FamilyReadiness/ChildAndYouthPrograms/NavySchoolLiaisonOfficer/index.htm) Navy School Liaison Officer Program

[http://old.armymwr.com/portal/family/childandyouth/serv\\_ed-outreach.asp](http://old.armymwr.com/portal/family/childandyouth/serv_ed-outreach.asp) Army School Liaison Officer Program

[http://www.manpower.usmc.mil/portal/page/portal/M\\_RA\\_HOME/MF](http://www.manpower.usmc.mil/portal/page/portal/M_RA_HOME/MF) Marine Corps School Liaison Officer Program

<http://www.ed.gov/veterans-and-military-families/8-keys-success-sites> 8 Keys to Veterans' Success at college campuses

<http://www.militaryk12partners.dodea.edu/> DoDEA Partnership Branch (includes School Liaison Directories for all Services)

<http://www.ed.gov/edblogs/oii/2011/03/support-for-military-families/> Support for Military Families

<http://www2.ed.gov/policy/highered/guid/readmission.html> Readmission Requirements for Service Members whose college has been interrupted

<http://qibill.va.gov/> Post 911 GI Bill

## 7 Career Resources for WISE Participants

Below is a list of common job resource sites that may be helpful to Career Navigators as they work with WISE participants. Many of these resources will be used when Career Navigators conduct job search training (Section 4.4.2: "Where to Look").

### 7.1 College Resources

### 7.2 State Resources

#### 7.2.1 Web-Based Resources

##### 7.2.1.1 Job Search and Information Sites

Linked In	<a href="https://www.linkedin.com/">https://www.linkedin.com/</a>

Onet Online	<a href="https://www.onetonline.org/">https://www.onetonline.org/</a>
Pacific Northwest Center for Clean Energy (PNCECE) COE Job Board	<a href="http://cleanenergyexcellence.org/JobBoard/">http://cleanenergyexcellence.org/JobBoard/</a>
Pacific Northwest Center for Clean Energy (PNCECE) COE Facebook	<a href="https://www.facebook.com/PNCECE">https://www.facebook.com/PNCECE</a>
WorkSource Washington	<a href="https://fortress.wa.gov/esd/worksource/">https://fortress.wa.gov/esd/worksource/</a>
Washington State Department of Labor and Industry (Apprenticeship Openings)	<a href="http://www.lni.wa.gov/tradeslicensing/apprenticeship/programs/progopen/">http://www.lni.wa.gov/tradeslicensing/apprenticeship/programs/progopen/</a>

**7.2.1.2 Other Web-Based Resources**

Free easy-to-use website to register participants for training and workshops. Participants self-register and it sends them reminders:  
<http://www.signupgenius.com/>

**8 Additional Resources for Career Navigators**

After conducting a review of web sites and best practices used by Career Navigators across the country, below are the helpful resources broken down by topic.

**8.1 Resume Guides and Templates**

**8.1.1 ResumeHelp.com**

## Appendix A – Definitions, Acronyms, and Abbreviations

*[This section should provide the definitions of all terms, acronyms, and abbreviations required to properly interpret this document. This information may be provided by reference to the project Glossary. Definitions should include source for definitions and acronyms. If the definition is approved and in the project’s glossary, cite the glossary as the reference.]*

<b>Name</b>	<b>Definition</b>
ACT NCRC®	ACT National Career Readiness Certificate™
PacMtn	Pacific Mountain Workforce Development
PNCECE	Pacific Northwest Center of Excellence for Clean Energy
RETC	Regional Education Training Center
WISE	Washington Integrated Sector Employment
TAACCCT	Labor Trade Adjustment Assistance Community College and Career Training

## Appendix B – References

*[This section should provide a complete list of all documents referenced elsewhere in this document. Each document should be identified by title, report number (if applicable), date, and publishing organization. Specify the sources from which the references can be obtained. This information may be provided by reference to an appendix or to another document.]*

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*Centers of Excellence*. (2015, December 28). Retrieved from Washington State Board for Community and Technical Colleges: <http://www.sbctc.edu/for-employers/centers-of-excellence.aspx>

Colorado Community College System. (2015, November 11). *College and Career Navigation Initiative(CCNI)*. Retrieved from Colorado Community College System: <https://www.cccs.edu/education-services/career-college-readiness/college-and-career-navigation-initiative-ccni/>

Columbia University Center for Career Education. (2015, September 28). *Columbia University Center for Career Education: Career Planning Guide*. Retrieved from Columbia University Center for Career Education: <https://www.careereducation.columbia.edu/career-planning-guide>

*Cover Letters and Resumes - Apprenticeship Cover Letter Sample*. (2016, March 4). Retrieved from Cover Letters and Resumes: <http://coverlettersandresume.com/apprenticeship/cover-letter-sample/>

*Cover Letters and Resumes*. (2016, March 4). Retrieved from Cover Letters and Resumes - Cover Letter Example Electrician: <http://coverlettersandresume.com/cover-letter-templates/electrician-cover-letter-example/>

*Get Started*. (2016, January 5). Retrieved from Resume Help: <https://www.resumehelp.com/>

*Interview Preparation*. (2016, April 29). Retrieved from monster.com: <http://www.monster.com/career-advice/article/boost-your-interview-iq>

Johns Hopkins Carey Business School. (2015, November 11). *Johns Hopkins Carey Business School Career Navigator: The Guidebook*. Retrieved from Johns Hopkins Carey Business School: <http://carey.jhu.edu/career-development/students/career-navigator/>

*Pacific Northwest Center of Excellence for Clean Energy*. (2015, October 19). Retrieved from Pacific Northwest Center of Excellence for Clean Energy: WISE: <http://cleanenergyexcellence.org/wise/>

*Seattle Jobs Initiative: Career Navigation Report and Webinar*. (2015, December 8). Retrieved from Seattle Jobs Initiative: <http://www.seattlejobsinitiative.com/career-navigation-report-webinar-3415/>

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- Skills Commons - Query*. (2015, November 12). Retrieved from Skills Commons: <https://www.skillscommons.org/discover?query=career+navigation>
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- The Best Job Interview - Generic Cover Letter*. (2016, March 4). Retrieved from The Best Job Interview: <http://www.best-job-interview.com/generic-cover-letter.html>
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- WSI Aspen Institute. (2015, November 16). *Career Navigators: Resource Guide for College/Career Navigators*. Retrieved from Workforce Strategies Initiative at the Aspen Institute: <http://www.aspenwsi.org/wordpress/wp-content/uploads/CareerNavigators.pdf>

## **Appendix C – Templates and Assessments**

### **8.2 *Bates Technical College Templates***

### **8.3 *Centralia College***

### **8.4 *Templates***

#### **8.4.1 *Connecting with Potential Employers Templates:***

## 8.5 Key Career Navigator Competency Assessment

### WISE Career Navigator Competency Assessment

Competency	Behaviors	Ability Level					Experience
<b>Accountable:</b>	Demonstrates and communicates a high level of ownership and commitment to achieving participants career goals	1	2	3	4	5	
<b>As a Navigator</b>	Assumes responsibility for the performance and results of the navigation process						
	Provide immediate feedback on participant performance						
	Involves others as appropriate in responding to participant inquires and feedback						
	Ensures the consequences associated with behavior and performance are appropriate and understood						
	Build high-performing networks and partnerships.						
	Produce promised results by following processes according to the organization's needs						
	Develop networks and partnerships that share and are committed to the same vision for the future.						
	Practices high standards and mutual commitment to the benefit of participants						
	<b>Average score:</b>		Tally rankings and divide by the number of responses				

Competency	Behaviors	Ability Level					Experience
		1	2	3	4	5	
<b>Communication:</b>	Listens; speaks and writes clearly and concisely						
<b>As a Navigator</b>	Listens in order to clarify information						
	Sends both written and verbal messages in a clear manner						
	Uses clear language and avoids jargon						
	Asks questions to test for clarity and understanding						
	Explains complex terms and uses concrete examples when needed						
	Provides timely, appropriate and useful information to others						
	Determines the most effective method of communication						
	Tailors messages to the needs of the intended audience						
	Uses personal judgement to determine what information is useful to coworkers and participants						
	Increases the value of information by providing sound interpretation						
	Communicates clearly and succinctly in any setting						
	uses personal and organizational knowledge to enhance the value of information for participants						
	Conveys technical information that is easily understood						
	Prepares documents, manuals and materials that strengthens participant's career goals and job search						
	Manages and edits final published technical materials						
	Develop and designs materials to educate and/or train others						
	Communicates information that is truthful and trustworthy						
	<b>Average score:</b>						Tally rankings and divide by the number of responses

Competency	Behaviors	Ability Level					Experience
		1	2	3	4	5	
<b>Composure:</b>	Responds constructively to charged situations, high pressure and conflict						
<b>As a Navigator</b>	Maintain their emotions while expressing concern and care						
	Responsibly handles a crisis, conflict, and/or distracting issues at hand						
	Remains calm when challenged to justify their thinking and actions.						
	Demonstrates behavior make those around you believe that you have things under control						
	Maintains a positive mental attitude and motivates others to keep moving forward						
	Speak with conviction, confidence and authority – whether they know the answer or not						
	Stays focused, strong, while exhibiting a sense of compassion regarding a participant challenge, concern or issue.						
	Builds positive momentum towards the goals and objectives						
	Projects confidence and courage during uncertain times						
	Puts others at ease and creates a safe and secure workplace culture where no one needs to panic in the face of adversity.						
	Inspire others to believe they can endure and overcome the most difficult situations and setbacks.						
	<b>Average score:</b>						Tally rankings and divide by the number of responses

Competency	Behaviors	Ability Level					Experience
<b>Decision Making:</b> Assesses the importance, urgency and risk associated with each situation and takes actions which are timely and in the best interests of the participant and organization	1	2	3	4	5		
	<b>As a Navigator</b>	Makes timely and accurate decisions.					
Knows when to defer a decision to program manager							
Determines the priorities and acts within the agreed upon time frame							
Applies efforts on behalf of a participant using standards of quality							
Identifies choices and possibilities and selects the one which best fits the needs of the participant							
Maintains a positive mental attitude and motivates others to keep moving forward							
Defines the parameters of the expected outcome							
Fulfills commitments and follows up with participants							
Clarifies ambiguous situations and communicates possible risks							
Develops alternatives for a possible course of action							
Speaks with conviction, confidence and authority							
Assesses situations and formulates a value-added response							
Addresses a root cause, before suggesting a solution to a problem							
Conveys how decisions impact people, process and outcomes							
Articulates the criteria of a decision to determine alternatives							
Provides a broad set of options to consider before making a decision							
Solicit others to participate in the decision making to increase the credibility of the decision							
<b>Average score:</b>						Tally rankings and divide by the number of responses	

Competency	Behaviors	Ability Level					Experience
<b>Goal Setting</b> : Increases effectiveness by setting SMART * Goals *(SMART: specific, measurable, achievable, realistic and time bound)		1	2	3	4	5	
	<b>As a Navigator</b>	Goals are suited to complement or advance participant opportunities					
Goals are framed to reflect the needs of the participant and organization							
Provides enough time for participant to practice or prepare for what is expected to achieve goal.							
Stated goals are easily understood and unambiguous with a definite end in mind.							
People are motivated by the stated significance purpose and the process to achieving a goal							
Allows for sufficient time for participants to meet the goal or improve performance.							
Goals are developed to reflect a participant’s continual growth towards a goal or objective							
Encourages participants to develop their own goals, and informs them of how their goals can positively impact their future							
Provides formal feedback on progress towards goal achievement as a means of encouraging and recognizing individual performance							
<b>Average score:</b>			Tally rankings and divide by the number of responses				

Competency	Behaviors	Ability Level					Experience
<b>Building Relationships:</b> Initiate and support working relationships that provide mutual benefit to participants and others.		1	2	3	4	5	
<b>As a Navigator</b>	Identifies and actively develops strategically important relationships						
	Uses strategic relationships to create new career opportunities						
	Influences change in others by membership and association within strategic relationships						
	Honors the trust and integrity gained from personal and professional relationships						
	Seeks out ideas and opinions and concerns as contributions to inform job search strategies						
	Promotes a work environment that is open, accessible and inclusive						
	Actively communicates with others to share information and garner feedback						
	Develops long term strategies to pre-empt potential conflicts of interest						
	Develops a professional network of long-term relationships with peers, colleagues and employers						
	Promotes interest and involvement in career events and training offerings						
	Supports organizational goals and objectives						
	Models the ideals and characteristics of a champion for the participant and organization						
	<b>Average score:</b>		Tally rankings and divide by the number of responses				

Identify the following:

**a.) Average scores:**

<b>Accountable</b>	
<b>Communication</b>	
<b>Composure</b>	
<b>Decision Making</b>	
<b>Goal Setting</b>	
<b>Building Relationships</b>	

**b.) Based on the information recorded in the assessment do a SWOT Analysis**

<b>Strengths: Behaviors I do really well</b>
1.
2.
3.
<b>Weaknesses: Behaviors I need to improve upon</b>
1.
2.
3.

**Opportunities: Behaviors I could do more**

1.

2.

3.

**Threats: Behaviors that could make me weaker**

1.

2.

3.



Center of Excellence for  
**Clean Energy**  
A Centralia College Partnership

The PNCECE is hosting a Job Seekers Workshop for **Energy Technology, Electronics, Robotics, and Automation Students and Graduates**

Additional supporting partners:



POLAR STAR CONSULTING 

# Energy Job Seeker Workshop

April 7th - 8th, 2016  
Kemp Hall Room #121

## Thursday, April 7th

9:00am - 12:30pm

Resume, Cover Letter, Interview, Internet Job Search

Arlene Abbott, Polar Star Consulting

Barbara Hins-Turner and James Hovis, Center of Excellence for Clean Energy

12:30pm - 1:00pm

Lunch provided

1:00pm - 3:00pm

Industry Panel - Reveals insider tips on hiring!

Dan Quillen, Substation Operator, Bonneville Power Administration

Micah Goo, Generation & System Operations Manager, Centralia City Light

Randy Stearnes, Community Relations Officer, Tacoma Power

Note: Industry panelists will be given a copy of your resume for review and will note suggested changes to content and/or format. There will also be Q/A opportunities between students and panelists. You are expected to wear interview clothes and come prepared with any interview or resume questions you may have.

3:00pm - 4:00pm

Arlene Abbott - Where do you go from here?

## Friday, April 8th

9:00am - 12:30pm

Arlene Abbott - By Appointment

One-on-One resume, cover letter, and interview coaching

- answering your concerns

Featuring an interview panel of local utilities

Register and submit your resume by April 1st.

Register at:  
[cleanenergyexcellence.org/register-now-for-the-energy-job-seeker-workshop-april-7-8/](http://cleanenergyexcellence.org/register-now-for-the-energy-job-seeker-workshop-april-7-8/)

The Center of Excellence for Clean Energy, a Centralia College Partnership, is a nationally recognized model that provides strategic coordination for the energy industry's skilled workforce throughout Washington. Centralia College does not discriminate against any person on the basis of race, color, national origin, disability, sex, genetic information, or age in admission, treatment or participation in its programs, services and activities or in employment. All inquiries regarding compliance with access, equal opportunity and/or grievance procedures should be directed to the Vice President of Human Resources and Legal Affairs, Centralia College, 600 Centralia College Blvd., Centralia, WA 98531, or call (360)7369391 or (360)807-6227/TTY.

[CleanEnergyExcellence.org](http://CleanEnergyExcellence.org)



### 8.5.1 Defining Core Competencies

**My core competencies that will add value to my future:** Core Competencies define the value you bring to the table when being considered for a job.

**Competency:** Integration of Knowledge, Skills, and Abilities (KSAs) that will add value to a defined context, set of conditions, and established culture

Pick your top 5 Core Competencies from the table below that you think will add value in a future job.

#### Core Competencies

<b>1. Establishing Focus</b>	<b>2. Providing Motivational Support</b>	<b>3. Fostering Teamwork</b>	<b>4. Empowering Others</b>	<b>5. Managing Change</b>
<b>6. Developing Others</b>	<b>7. Managing Performance</b>	<b>8. Attention to Communication</b>	<b>9. Oral Communication</b>	<b>10. Written Communication</b>
<b>11. Persuasion</b>	<b>12. Interpersonal Awareness</b>	<b>13. Influencing Others</b>	<b>14. Building Collaborative Relationships</b>	<b>15. Customer Orientation</b>
<b>16. Diagnostic Information Gathering</b>	<b>17. Analytical Thinking</b>	<b>18. Situational Awareness</b>	<b>19. Conceptual Thinking</b>	<b>20. Strategic Thinking</b>
<b>21. Technical Expertise</b>	<b>22. Initiative</b>	<b>23. Entrepreneurial Thinking</b>	<b>24. Fostering Innovation</b>	<b>25. Results Orientation</b>
<b>26. Thoroughness</b>	<b>27. Decisiveness</b>	<b>28. Self Confidence</b>	<b>29. Stress Management</b>	<b>30. Personal Credibility</b>
<b>31. Flexibility</b>	<b>32. Intuitive</b>			

Competency and Associated Behavior	Critical to quality factors
<p><b>1. Establishing Focus:</b> The ability to develop and communicate goals in support of the organization’s mission.</p>	<ul style="list-style-type: none"> <li>• Acts to align own goals with the strategic direction of the organization</li> <li>• Understands how work relates to the mission</li> <li>• Develops a personal plan to help fulfill the mission</li> </ul>
<p><b>2. Providing Motivational Support:</b> The ability to enhance others’ commitment to their work.</p>	<ul style="list-style-type: none"> <li>• Recognizes and rewards people for their achievements</li> <li>• Acknowledges and thanks people for their contributions</li> <li>• Expresses pride in the group and encourages people to feel good about their accomplishments</li> <li>• Finds creative ways to make people’s work rewarding</li> <li>• Signals own commitment to a process by being personally present and involved at events</li> <li>• Identifies and promptly tackles morale problems</li> <li>• Gives talks and presentations that energize people</li> </ul>
<p><b>3. Fostering Teamwork:</b> As a team member, the ability and desire to work cooperatively with others on a team; as a team leader, the ability to demonstrate interest, skill, and success in getting groups to work together.</p>	<p><b>As a Team Member</b></p> <ul style="list-style-type: none"> <li>• Listens and responds constructively to other team members’ ideas</li> <li>• Offers support for others’ ideas and proposals</li> <li>• Is open with other team members about his/her concerns</li> <li>• Expresses disagreement constructively (e.g. by emphasizing points of agreement, suggesting alternatives that may be acceptable to the group)</li> <li>• Reinforces team members for their contributions</li> <li>• Gives honest and constructive feedback to other team members</li> <li>• Provides assistance to others when they need it</li> <li>• Works for solutions that all team members can support</li> <li>• Shares his/her expertise with others</li> <li>• Seeks opportunities to work on teams as a means to develop experience and knowledge</li> <li>• Provides assistance, information, or other support to others to build or maintain relationships with them</li> </ul>

	<p><b>As a Team Leader</b></p> <ul style="list-style-type: none"> <li>• Provides opportunities for people to learn to work together as a team.</li> <li>• Enlists the active participation of everyone</li> <li>• Promotes cooperation with other work units</li> <li>• Ensures that all team members are treated fairly</li> <li>• Recognizes and encourages the behaviors that contribute to teamwork</li> </ul>
<p><b>4. Empowers Others:</b> The ability to convey confidence in employees’ ability to be successful, especially at challenging new tasks; delegates significant responsibility and authority; allows employees freedom to decide how they will accomplish their goals and resolve issues</p>	<ul style="list-style-type: none"> <li>• Gives people latitude to make decisions in their own sphere of work</li> <li>• Is able to let others make decisions and take charge</li> <li>• Encourages individuals and groups to set their own goals consistent with business goals</li> <li>• Expresses confidence in the ability of others to be successful</li> <li>• Encourages groups to resolve problems on their own and avoids prescribing a solution</li> </ul>
<p><b>5. Managing Change:</b> The ability to demonstrate support for innovation and for organizational changes needed to improve the organization’s effectiveness; initiates, sponsors, and implements organizational change; helps others to successfully manage organizational change</p>	<p><b>My behavior as an employee</b></p> <ul style="list-style-type: none"> <li>• Personally develops a new method or approach</li> <li>• Proposes new approaches, methods, or technologies</li> <li>• Develops better, faster, or less expensive ways to do things</li> </ul> <p><b>My behavior as a manager/leader</b></p> <ul style="list-style-type: none"> <li>• Works cooperatively with others to produce innovative solutions</li> <li>• Takes the lead in setting new business directions, partnerships, policies, and procedures</li> <li>• Seizes opportunities to influence the future direction of an organizational unit or overall business</li> <li>• Helps employees to develop a clear understanding of what they will need to do differently as a result of changes in the organization</li> <li>• Implements or supports various change management activities (e.g. communications, education, team development, coaching)</li> <li>• Establishes structures and processes to plan and manage the orderly implementation of change</li> <li>• Helps individuals and groups manage the anxiety associated with significant change</li> <li>• Facilitates groups or teams through the problem-solving and creative thinking processes leading to the development and implementation of new approaches, systems, structures, and methods</li> </ul>

<p><b>6. Developing Others:</b> the ability to delegate responsibility; works with others and coaches them to develop their potential</p>	<ul style="list-style-type: none"> <li>• Provides helpful, behaviorally specific feedback to others</li> <li>• Shares information, advice, and suggestions to help others to be more successful; provides effective coaching</li> <li>• Gives people assignments that will help develop their abilities</li> <li>• Regularly meets with employees to review their development and progress</li> <li>• Recognizes and reinforces people’s developmental efforts and improvements</li> <li>• Expresses confidence in others’ ability to be successful</li> </ul>
<p><b>7. Managing Performance:</b> The ability to take responsibility for one’s own or one’s employees’ performance by setting clear goals and expectations, tracking progress against the goals, ensuring feedback, and addressing performance problems and issues promptly</p>	<p><b>Behaviors for employees</b></p> <ul style="list-style-type: none"> <li>• With his/her manager, sets specific, measureable goals that are realistic but challenging, with dates for accomplishment</li> <li>• With his/her Manager, clarifies expectations about what will be done and how</li> <li>• Enlists his/her manager’s support in obtaining the information, resources, and training needed to accomplish his/her work effectively</li> <li>• Promptly notifies his/her manager about any problems that affect his/her ability to accomplish planned goals</li> <li>• Seeks performance feedback from his/her manager and from others with whom he/she interacts with on the job</li> <li>• Prepares a personal development plan with specific goals and a timeline for their accomplishment</li> <li>• Takes significant action to develop skills needed for effectiveness in current of future job</li> </ul> <p><b>Behaviors for managers</b></p> <ul style="list-style-type: none"> <li>• Ensures that employees have clear goals and responsibilities</li> <li>• Works with employees to set and communicate performance standards that are specific and measureable</li> <li>• Supports employees in their efforts to achieve job goals (e.g. by providing resources, removing obstacles, acting as a buffer)</li> <li>• Stays informed about employees’ progress and performance through both formal (e.g. status reports) and informal (e.g. management by walking around) methods</li> <li>• Provides specific performance feedback, both positive and corrective, as soon as possible after an event</li> <li>• Deals firmly and promptly with performance problems; lets people know what is expected for them and when</li> </ul>

<p><b>8. Attention to Communication:</b> The ability to ensure that information is passed on to others who should be kept informed</p>	<ul style="list-style-type: none"> <li>• Ensures that others involved in a project or effort are kept informed about developments and plans</li> <li>• Ensures that important information from his/her management is shared with his/her employees and others as appropriate</li> <li>• Shares ideas and information with others who might find them useful</li> <li>• Uses multiple channels or means to communicate important messages (e.g. memos, newsletters, meetings, electronic mail)</li> <li>• Keeps his/her manager informed about progress and problems; avoids surprises</li> <li>• Ensures that regular, consistence communication takes place.</li> </ul>
<p><b>9. Oral Communication:</b> The ability to express oneself clearly in conversations and interactions with others</p>	<ul style="list-style-type: none"> <li>• Speaks clearly and can be easily understood</li> <li>• Tailors the content of speech to the level and experience of the audience</li> <li>• Uses appropriate grammar and choice of words in oral speech</li> <li>• Organizes ideas clearly in oral speech</li> <li>• Expresses ideas concisely in oral speech</li> <li>• Maintains eye contact when speaking with others</li> <li>• Summarizes or paraphrases his/her understanding of what others have said to verify understanding and prevent miscommunication</li> </ul>
<p><b>10. Written Communication:</b> The ability to express oneself clearly in business writing</p>	<ul style="list-style-type: none"> <li>• Expresses ideas clearly and concisely in writing</li> <li>• Organizes written ideas clearly and signals the organization to the reader (e.g. through an introductory paragraph or through use of headings)</li> <li>• Tailors written communications of effectively reach an audience</li> <li>• Uses graphics and other aids to clarify complex or technical information</li> <li>• Spells correctly</li> <li>• Writes using concrete, specific language</li> <li>• Uses punctuation correctly</li> <li>• Writes grammatically correct</li> <li>• Uses an appropriate business writing style</li> </ul>

<p><b>11. Persuasion:</b> The ability to communicate ideas in a manner that makes an impact and persuades an intended audience to accept change</p>	<ul style="list-style-type: none"> <li>• Identifies and presents information or data that will have a strong effect on others</li> <li>• Selects language and examples tailored to the level and experience of the audience</li> <li>• Selects stories, analogies, or examples to illustrate a point</li> <li>• Creates graphics, overheads, or slides that display information clearly and with high impact</li> <li>• Presents several different arguments in support of a position</li> </ul>
<p><b>12. Interpersonal Awareness:</b> The ability to notice, interpret, and anticipate others' concerns and feelings, and to communicate this awareness empathetically to other</p>	<ul style="list-style-type: none"> <li>• Understands the interest and important concerns of others</li> <li>• Notices and accurately interprets what others are feeling, based on their choice of words, tone of voice, expressions, and other nonverbal behavior</li> <li>• Anticipates how others will react to a situation</li> <li>• Listens attentively to people's ideas and concerns</li> <li>• Understands both the strengths and weaknesses of others</li> <li>• Understands the unspoken meaning in a situation</li> <li>• Says or does things to address others' concerns</li> <li>• Finds non-threatening ways to approach others about sensitive issues</li> <li>• Makes others feel comfortable by responding in ways that convey interest in what they have to say</li> </ul>
<p><b>13. Influencing Others:</b> The ability to gain others' support for ideas, proposals, projects, and solutions</p>	<p>Presents arguments that address others' most important concerns and issues and looks for win-win solutions</p> <ul style="list-style-type: none"> <li>• Involves others in a process or decision to ensure their support</li> <li>• Offers trade-offs or exchanges to gain commitment</li> <li>• Identifies solutions that benefit all parties involved</li> <li>• Enlists experts or third parties to influence others</li> <li>• Develops other indirect strategies to influence others</li> <li>• Knows when to escalate critical issues to own or others' management if own effort to enlist support have not succeeded</li> <li>• Structures situations (e.g. the setting, persons present, sequence of event) to create a desired impact and to maximize the chances of a favorable outcome</li> <li>• Identifies and targets influences efforts at the real decision makers and those who can influence them</li> <li>• Seeks to and builds relationships with others who can provide information, intelligence, career support, potential business, and other forms of help</li> </ul>

<p><b>14. Building Collaborative Relationships:</b> The ability to develop, maintain, and strengthen partnerships with others inside or outside the organization who can provide information, assistance, and support</p>	<ul style="list-style-type: none"> <li>• Asks about the other person’s personal experiences, interest, and family</li> <li>• Asks questions to identify shared interest, experiences, or other common ground</li> <li>• Shows an interest in what others have to say; acknowledges their perspectives and ideas</li> <li>• Recognizes the business concerns and perspectives of others</li> <li>• Expresses gratitude and appreciation to others who have provided information, assistance, or support</li> <li>• Takes time to get to know coworkers to build rapport and establish a common bond</li> <li>• Tries to build relationship with people whose assistance, cooperation, and support may be needed</li> <li>• Provides assistance, information, and support to others to build a basis for future reciprocity</li> </ul>
<p><b>15. Customer Orientation:</b> The ability to demonstrate concern for satisfying one’s external and/or internal customers</p>	<ul style="list-style-type: none"> <li>• Quickly and effectively solves customer problems</li> <li>• Talks to customers (internal or external) to find out what they want and how to satisfied they are with what they are getting</li> <li>• Lets customers know he/she is willing to work with them to meet their needs</li> <li>• Finds ways to measure and track customer satisfaction</li> <li>• Presents a cheerful, positive manner with customers</li> </ul>
<p><b>16. Diagnostic Information Gathering:</b> The ability to identify the information needed to clarify a situation, seeks that information from appropriate sources, and uses skillful questioning to draw out the information when others are reluctant to disclose it</p>	<ul style="list-style-type: none"> <li>• Identifies the specific information needed to clarify a situation or to make a decision</li> <li>• Gets more complete and accurate information by checking multiple sources</li> <li>• Probes skillfully to get at the facts when others are reluctant to provide full, detailed information</li> <li>• Routinely walks around to see how people are doing and to hear about any problems they are encountering</li> <li>• Questions others to assess whether they have thought through a plan of action</li> <li>• Questions others to assess their confidence in solving a problem or tackling a situation</li> <li>• Asks questions to clarify a situation</li> <li>• Seeks the perspective of everyone involved in a situation</li> <li>• Seeks out knowledgeable people to obtain information or clarify a problem</li> </ul>

<p><b>17. Analytical Thinking:</b> The ability to tackle a problem by using a logical, systematic, sequential approach</p>	<ul style="list-style-type: none"> <li>• Makes a systematic comparison of two or more alternatives</li> <li>• Notices discrepancies and inconsistencies in available information</li> <li>• Identifies a set of features, parameters, or considerations to take into account in analyzing a situation or making a decision</li> <li>• Approaches a complex task or problem by breaking it down into its component parts and considering each part in detail</li> <li>• Weighs the costs, benefits, risks, and chances for success in making a decision</li> <li>• Identifies many possible causes for a problem</li> <li>• Carefully weighs the priority of things to be done</li> </ul>
<p><b>18. Situational Awareness:</b> The ability to anticipate the implications and consequences of situations and take appropriate action to be prepared for possible contingencies</p>	<ul style="list-style-type: none"> <li>• Anticipates possible problems and develops contingency plans in advance</li> <li>• Notices trends in the industry or marketplace and develops plans to prepare for opportunities or problems</li> <li>• Anticipates the consequences and plans accordingly</li> <li>• Anticipates how individuals and groups will react to situations, information, and plans accordingly</li> </ul>
<p><b>19. Conceptual Thinking:</b> The ability to find effective solutions by taking a holistic, abstract, or theoretical perspective</p>	<ul style="list-style-type: none"> <li>• Notices similarities between different and apparently unrelated situations</li> <li>• Quickly identifies the central or underlying issues in a complex situation</li> <li>• Creates a graphic diagram showing a system's view of a situation</li> <li>• Develops analogies or metaphors to explain a situation</li> <li>• Applies a theoretical framework to understand a specific situation</li> </ul>
<p><b>20. Strategic Thinking:</b> The ability to analyze the organization's competitive position by considering market and industry trends, existing and potential customers (internal and external), and strengths and weaknesses as compared to competitors</p>	<ul style="list-style-type: none"> <li>• Understands the organization's strengths and weaknesses as compared to competitors</li> <li>• Understands industry and market trends affecting the organization's competitiveness</li> <li>• Has an in-depth understanding of competitive products and services within the marketplace</li> <li>• Develops and proposes a long-term (3-5 year) strategy for the organization based on as analysis of the industry and marketplace and the organization's current and potential capabilities as compared to competitors</li> </ul>

<p><b>21. Technical Expertise:</b> The ability to demonstrate depth of knowledge and skill in a technical field</p>	<ul style="list-style-type: none"> <li>• Effectively applies technical knowledge to solve a range of problems</li> <li>• Possesses an in-depth knowledge and skill in a technical area</li> <li>• Develops technical solutions to new or highly complex problems that cannot be solved using existing methods or approaches</li> <li>• Is sought out as an expert to provide advice or solutions in his/her technical area</li> <li>• Keeps informed about cutting-edge technology in/his/her technical area</li> </ul>
<p><b>22. Initiative:</b> Identifying what needs to be done and doing it before being asked or before the situation requires it</p>	<ul style="list-style-type: none"> <li>• Identifying what needs to be done and takes action before being asked or the situation requires it</li> <li>• Does more than what is normally required in a situation</li> <li>• Seeks out others involved in a situation to learn their perspectives</li> <li>• Takes independent action to change the direction of events</li> </ul>
<p><b>23. Entrepreneurial Orientation:</b> The ability to look for and seize profitable business opportunities; willingness to take calculated risks to achieve business goals</p>	<ul style="list-style-type: none"> <li>• Notices and seizes profitable business opportunities</li> <li>• Stays abreast of business, industry, and market information that may reveal business opportunities</li> <li>• Demonstrates willingness to take calculated risks to achieve business goals</li> <li>• Proposes innovative business deals to potential customers, suppliers, and business partners</li> <li>• Encourages and supports entrepreneurial behavior in others</li> </ul>
<p><b>24. Fostering Innovation:</b> The ability to develop, sponsor, or support the introduction of new and improved method, products, procedures, or technologies</p>	<ul style="list-style-type: none"> <li>• Personally develops a new product or service</li> <li>• Personally develops a new method or approach</li> <li>• Sponsors the development of new products, services, methods, or procedures</li> <li>• Proposes new approaches, methods, or technologies</li> <li>• Develops better, faster, or less expensive ways to do things</li> <li>• Works cooperatively with others to produce innovative solutions</li> </ul>
<p><b>25. Results Orientation:</b> The ability to focus on the desired result of one's own or one's unit's work, setting challenging goals, focusing effort on the goals, and meeting or exceeding them</p>	<ul style="list-style-type: none"> <li>• Develops challenging but achievable goals</li> <li>• Maintains commitment to goals in the face of obstacles and frustrations</li> <li>• Find or creates ways to measure performance against goals</li> <li>• Exerts unusual effort over time to achieve a goal</li> <li>• Has a strong sense of urgency about solving problems and getting work done</li> </ul>

<p><b>26. Thoroughness:</b> Ensuring that one’s own and others’ work and information are complete and accurate; carefully prepping for meetings and presentations; following up with others to ensure that agreements and commitments have been fulfilled</p>	<ul style="list-style-type: none"> <li>• Sets up procedures to ensure high quality of work</li> <li>• Monitors the quality of work</li> <li>• Verifies information</li> <li>• Checks the accuracy of own and others’ work</li> <li>• Develops and uses systems to organize and keep track of information or work progress</li> <li>• Carefully prepares for meetings and presentations</li> <li>• Organizes information or materials for others</li> <li>• Carefully reviews and checks the accuracy of information in work reports (e.g. production, sales, financial performance) provided by management, management information systems, or other individuals and groups</li> </ul>
<p><b>27. Decisiveness:</b> The ability to make difficult decisions in a timely manner</p>	<ul style="list-style-type: none"> <li>• Is willing to make decisions in difficult or ambiguous situations when time is critical</li> <li>• Takes charge of a group when it is necessary to facilitate change, overcome an impasse, face issues, or ensure that decisions are made</li> <li>• Makes tough decisions (e.g. closing a facility, reducing staff, accepting or rejecting a high-stakes deal)</li> </ul>
<p><b>28. Self Confidence:</b> Sincere belief in one’s own ideas and capacity to be successful; willing to take an independent position in the face of opposition</p>	<ul style="list-style-type: none"> <li>• Is confident of own ability to accomplish goals</li> <li>• Presents self crisply and impressively</li> <li>• Is willing to speak up to the right person or group at the right time when he/she disagrees with a decision or strategy</li> <li>• Approaches challenging tasks with a “can-do” attitude</li> </ul>
<p><b>29. Stress Management:</b> The ability to keep functioning effectively when under pressure and maintain self-control in the face of hostility or provocation</p>	<ul style="list-style-type: none"> <li>• Remains calm under stress</li> <li>• Can effectively handle several problems or tasks at once</li> <li>• Controls his/her response when criticized, attacked, or provoked</li> <li>• Maintains a sense of humor under difficult circumstances</li> <li>• Manages own behavior to prevent or reduce feelings of stress</li> </ul>
<p><b>30. Personal Credibility:</b> Demonstrates concern; is perceived as responsible, reliable, and trustworthy</p>	<ul style="list-style-type: none"> <li>• Does what he/she commits to doing</li> <li>• Respects the confidentiality of information or concerns shared by others</li> <li>• Is honest and forthright with people</li> <li>• Carries his/her fair share of the workload</li> <li>• Takes responsibility for own mistakes; does not blame others</li> <li>• Conveys a command of the relevant facts and information</li> </ul>

<p><b>31. Flexibility:</b> Openness to different and new ways of doing things; willingness to modify one's preferred way of doing things</p>	<ul style="list-style-type: none"> <li>• Is able to see the merits of perspectives other than his/her own</li> <li>• Demonstrates openness to new organizational structures, procedures, and technologies</li> <li>• Switches to a different strategy when an initially selected one is unsuccessful</li> <li>• Demonstrates willingness to modify a strongly held position in the face of contrary evidence</li> </ul>
<p><b>32. Augmentation:</b> The ability manufacture, fabricate, assemble and deliver a quality product, process or service</p>	<ul style="list-style-type: none"> <li>• Performs work following an approved set of standards</li> <li>• Recognized as doing work the meets expectations</li> <li>• Perform technical using tools and technology</li> <li>• Perceive from a drawing how to meet an expectation</li> </ul>

**My Core Competency and Associated Behavior and Quality Factors that will add-value to future Jobs.**

From the lists above Choose in order of ranking your five core competencies and Associated Behavior and Quality Factors

Core Competency	Associated Behavior	Critical to Quality Factors
1.		
2.		
3.		
4.		
5.		

**8.5.2 Work Values: Critical Factors in Choosing a Job**

**Critical Factors in Choosing a Job**

The competencies, skills, and experience you documented in this workshop certainly lend themselves to certain types of jobs, they aren't the only things you should consider when applying for a new position. Your satisfaction in a new job goes beyond simply being able to utilize your competencies each day – you also need to consider who you'll be working with, what the company is like, and if you'll be happy in the job should you land it.

So what else is important, you ask? Here are a few other aspects of a new job you need to consider before applying:

1. **Work Environment:** Everyone thrives in a different type of work environment, and much of that environment is about how you are managed on a day-to-day basis. Will the manager allow you to work independently? Or do you prefer someone checking in with you on a daily basis? If you'll be working remotely most of the time, are you able to successfully self-manage? Think back to what worked and what did not work in your last position. Who is your ideal manager? What type of work environment did they encourage each day?

Describe your ideal work environment:

2. **Corporate Culture:** What is the office environment like? What values are important to the company? Do you agree with them? How do they affect the day-to-day environment at the organization? You can investigate these aspects of an organization by visiting its website. You can also gain additional insight by browsing employee reviews on *Glassdoor* and *Vault*.

Another aspect of the culture is the leadership. Do you admire and respect the top management at the organization? Do they make you want to work there? If you don't, you may want to rethink your decision to apply at the company.

Describe your ideal work culture:

3. **Personality Type:** There are many things you learned this week about who you are and what motivates you. Do you have a preference for where you want to work and the conditions and culture you need present to advance your career goals? Do you require a quiet work environment or do you thrive in a bustling environment with more distractions? How your personality type will mesh with colleagues and supervisors plays a huge part in job performance.

Describe the relationship you would like to have with future supervisors and fellow workers:

4. **Work/Life Balance:** What type of balance do you require? Will you be working significantly more hours than you did at your last job? What will your commute to this new job be like? Will the new position require frequent business traveling or overtime hours? These factors can affect your home life and may introduce more stress if you don't consider them before applying. Know your limits to ensure your next position is the right fit for you and your life outside of work.

Describe your ideal work/life balance:

5. **Company Stability:** In this economy, it never hurts to dig a little deeper on company growth and financial stability. This can help you determine whether or not you'll be looking for a new job in the near future due to the company cutting back its workforce or shutting its doors.

Additionally, it pays to research the industry in order to figure out if it's healthy. Is it expected to be around in the next 10 to 15 years, or is it on the decline?

Describe your ideal employer:

### 8.5.3 Documentation of Experience Template

Name
Tag Line
Job Objective
Signature Statement

Governing Values
Core Competencies
Education and Training
Professional Experience That Supports Core Competencies
Strengths Gained From My Experience
Awards and Accolades

Military Declaration
My Guiding Principles
References

8.5.4 Use of T-Chart for Targeted Resume

<b>Use of a T-Chart to Create Your Targeted Resume</b>	
<b>Top Five Job Qualifications</b>	<b>Your Previous Work, Duties, Education, Training, that Demonstrate Your Qualifications</b>
1.	
2.	
3.	
4.	
5.	

### 8.5.5 Career Development Plan Template

Handout Career Development Plan Template

**Step 1:** Write down your primary career interest.

PRIMARY CAREER INTEREST:          
--

**Step 2:** Identify types of job position you desire in the future.

Types of job positions you desire:  1.       2.       3.       
--

**Step 3:** Identify the short-term jobs that you would consider if they would contribute to your primary career interests.

Short-term jobs I would consider:  1.       2.       3.       
---

**Step 4:** List 3 career development activities you will engage in. List anticipated start and completion dates.

Career Development Activities	Start	Finish

**Step 5:** Describe three experiences from your past that will contribute to your primary career goals – ones you would like to emphasize in your next job.

Identify 3 experiences from your past that will contribute to your career goals:
1.
2.
3.

**Step 6:** Describe the above three experiences in terms of Core Competencies applied, knowledge you learned, skills used, and abilities demonstrated.

Experience	Core Competencies	Knowledge Learned	Skills	Abilities	When was the experience?
1.					
2.					
3.					

**Step 7:** Identify employer name and address, job position, references and contact information for each experience identified in step 6 and from other jobs held.

Employer Name and Address	Job Position Description	Reference and Contact Information


**Step 8:** Write down any additional skills, knowledge, or experience that you think would directly or indirectly help you in a future job.

<p>Additional Marketable Knowledge, Skills, Experience:</p> <ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>
--

SECONDARY CAREER INTEREST (Follow same format as above.)

## 8.6 Everett Community College Templates

## 8.7 Green River Community College Templates

### 8.7.1 Marketing Templates:



# CAREER OPPORTUNITY

## Customer Services Representative

Dept./No.	Course Title	Credits
BA 145 or BTAC 110	Business Computation or Business Math	5
BTAC 100 or BTAC 101	Fundamentals of Computers or Beginning Keyboarding (or 40wpm test)	5
BUS 166	Human Relations and Work Readiness	5
BUS 257	Customer Service Strategies	5
BUS 175	Career in Management	1
CMST& 210 or CMST& 220	Interpersonal Communication Public Speaking	5
ENGL& 101 or BTAC 130	English Composition Business Correspondence	5
<b>Plus five credits from:</b> BUS&101, BUS 103, BUS 159, BUS 258, CMST 217, or CMST 230		
<b>Total</b>		<b>41</b>

**Program Entry Requirement:**  
Complete an application to Green River College, complete the COMPASS assessment and meet with an advisor.



**Are you a problem solver looking for...**

- A short-term training program?
- An inside track into a growing industry with high-wage jobs?
- A pathway to get ahead of the competition?

If so, then our Customer Services Representative program may be an excellent choice for you.

- Three quarter program can be finished in nine months
- Certificate can be added to your existing program
- Networking opportunities with industry professionals
- Hands-on workshops with latest technology for multiple industries

Priority entrance preference is available to veterans, their spouses and TAA eligible individuals

**LEARN MORE TODAY**  
[greenriver.edu/WISEgrant](http://greenriver.edu/WISEgrant)  
 Nausica Zorzi, Business Faculty  
 253-833-9111, ext. 4651  
[nzorzi@greenriver.edu](mailto:nzorzi@greenriver.edu)  
 Kent Campus - Room 318 (by appt.)

**TAACCCT**  
 TRADE ADJUSTMENT ASSISTANCE COMMUNITY COLLEGE AND CAREER TRAINING GRANT PROGRAM

Green River College does not discriminate on the basis of race, creed, color, national origin, sex, sexual orientation, age, marital status, religion, disability, genetic information or on any other unlawful basis. The college is committed to preventing and stopping discrimination, including harassment of any kind and any associated retaliatory behavior. The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President of Human Resources, 12401 SE 320th Street, Auburn, WA 98092-3622, (253) 288-3320. To receive this information in an alternate format, please contact Disability Support Services at (253) 833-9111, ext. 2631; TTY (253) 288-3359. The above program of study was current at the time of printing. The program may have been updated or changed to remain industry current. For program updates, please go to our Web site at [www.greenriver.edu](http://www.greenriver.edu) or contact the faculty adviser listed.

***8.8 Renton Technical College Templates***

***8.9 Shoreline Community College Templates***

***8.10 South Seattle College Templates***

***8.11 Walla Walla Community College Templates***