**Career Profile Learning Profile Analyze Strategize Succeed**

**Step 1: Career Profile**

As students approach graduation the process of assessing a learning environment should be relatively automatic, possibly even a naturally occurring process. Graduates will want to go back to an intentional emphasis on this process and use these same thought processes and self-questions to guide a strategic approach to success in their new work environment. A foundational question to address within the career component of CLASS is “What will be required to be successful in this job.” Similar to considering the workload, information delivery modes, communication routines, pace, etc. of the classroom while in college, new employees will want to consider factors such as company culture, the format of information needed for the job, the pace of work, timelines for deadlines, communication style and expectation of supervisor, features of the work area.

Size up the career:

* Nature of the Job

[ ] How “heavy” are the day-to-day expectations of the job?

[ ] What is considered “excellence” in my role?

[ ] How does one exceed expectations?

[ ] Is the position Full Time/Part Time/Temporary?

[ ] Is this position shift work?

[ ] If so, which shift will you be working and what should you be considering in the process?

[ ] Does the position work the traditional Monday – Friday?

[ ] If not, what does the work week look like?

[ ] What are the expectations around the number of hours worked?

[ ] If you are salary long work hours (40+ hours a week Monday - Friday) vs. flexible work hours (40 hours a week but can be done at any time throughout a seven-day week) vs. traditional work hours (40 hours a week conducted between 8:00 AM or 9:00 AM – 5:00 PM during the traditional Monday – Friday)?

[ ] If you clock in and out of work, is there overtime or is that discouraged?

* Nature of the Work Environment

[ ] Are you a remote, face-to-face, hybrid employee?

[ ] How is the work environment designed (open floorplan, cubicles, shared space)?

[ ] Is the company designed around a social group environment or is it broken down into departments?

[ ] What will working with a team look like vs. working individually on projects?

* “Why” of the Position

[ ] What are the goals, deliverables, desired outcomes for my position?

[ ] How does my work fit within and contribute to those things and the larger mission of the company?

[ ] Is this my dream job, or what can I learn here that will help me progress toward my dream job?

[ ] Why does my team need me? How can I seek excellence in my contribution to our team?

* Style of Supervisor

[ ] How does she/he/they present or share information (emails, meetings, in person)?

[ ] Does she/he/they tend to micromanage or prefer that I grasp the vision for my role and autonomously plan for effectiveness and self-monitor?

[ ] Can I understand what is being communicated to me?

[ ] What are their communication preferences (email, scheduled meetings face-face or virtually)?

[ ] What is your availability to meet (any time, appointment only, email)?

[ ] What is their structure (clear structure or very flexible)?

[ ] What is their level of understanding about learner variability?

[ ] How often is feedback provided?

* Nature of Content

[ ] What is your interest level in the position/work?

[ ] What is the most common way content is shared/developed?

[ ] Writing intensive?

[ ] Reading intensive?

[ ] Strong attention to detail needed?

[ ] Big picture needed?

[ ] Is this role dense with vocabulary?

[ ] Does this nature of the work content align with your academic coursework?

[ ] If so, what skills/knowledge can you apply in the new environment?

[ ] If not, what information/context do you need to understand the role at its fullest?

* Type and structure of work assignments

[ ] How are projects and work expectations delivered? (e.g. supervision, communication, heavy on technology, heavy on writing, heavy on reading)?

[ ] How are projects and work expectations presented? (e.g. technology, presentations, large scale presentations, one-one with supervisor)?

[ ] Are you working on long term projects with instructions early in implementation or are you working on multitasking with short- and long-term projects?

[ ] Are you developing an expertise in one topic matter or is each project new and requires a learning period?

[ ] Is your work primarily presented internally or externally (co-workers vs. external constituents)?

* Resources Available through Company

[ ] Are there shared files available?

[ ] What affinity groups are present?

[ ] What training/professional development are offered?

[ ] Is there an equity and diversity division?

[ ] Are there company retreats?

**Step 2: Learning Profile**

Strategic graduates will apply what they know about their learning profile to a new work environment – which is essentially a new learning environment. This third step in CLASS, at the career level, encourages students/graduates to reflect on their own learning preferences, strengths, and needs and apply those in their decision-making process and effectively develop strategies for success.

Articulate your learning style:

[ ] How do you best take in info?

[ ] How do you best interact with info?

[ ] How do you best express what you learn?

[ ] What are the successful learning strategies from your past?

[ ] What supports have you accessed and that have been helpful in the past?

**Step 3: Analyze**

This third step encourages the student/graduate to pull the information from the first two steps together and compare them to determine the level of match between the demands of the learning environment and their learning profile. This will not always be a perfect match, and this allows workers to identify places where they will need to be very intentional with the daily routines, they develop to be successful.

Compare the job expectations/environment with your learning profile:

[ ] What elements are a good match between the career profile and learning profile?

[ ] What are potential barriers that may be challenging for the learner or preventing the learner from being successful?

[ ] What are some resources in the workplace that are a good fit with their learning profile?

[ ] What are your strengths, growth-points, opportunities, and potential threats (things that you are unable to plan for or uncontrollable)?

[ ] Some potential questions students should ask themselves related to each element of the job/career:

Repeat analysis for each element of the job/career:

[ ] Has this been a challenge for me in the past? Why?

[ ] What strategies did I used in college that might apply here too?

[ ] Do I have what I need already in place to address a potential challenge ….

**Step 4: Strategize**

This fourth step encourages the student/graduate to use their analysis to determine strategies that will help them to be successful in their work environment. These may be very similar to those used for a classroom environment or adapted to be appropriate for the workplace.

List of questions for career that are flagged for consideration:

[ ] Do I need to build in time to look at meeting materials the day before, before the start of the workday, at the beginning and end of the work week?

[ ] Should I summarize my take-aways from meetings and share them with my supervisor (at least early on) to be sure I’m leaving meetings with a clear understanding of what my role should be?

[ ] Do I need to request an accommodation for a certain task?

[ ] Do I need to request a resource (e.g., software to help with my writing such as Grammarly)?

[ ] Should I plan a way to dictate my communication or written work?

[ ] Is there a trusted colleague I can ask for advice when needed?

[ ] What tools am I going to use for time management?

[ ] When do my most effective colleagues arrive at work? When do they leave?

[ ] Are there steps I need to take to make my work environment less distracting?

[ ] Should I schedule a meeting with my supervisor to seek feedback on the professional routines I have selected to maximize my strengths and ensure that areas of challenge will not inhibit my effectiveness?

[ ] How can I build a balance for my mental and physical health while remaining highly productive? Is there a community I can access at work?

Tools to utilize while creating a strategy:

[ ] Conduct an executive functioning self-analysis: Do I need to (take breaks strategically throughout the workday, use countdowns & time checks during the workday, give extra time between transitions to organize, create an end-of-the day checklist, schedule time during the day to review emails and make checklists, chunk out workload, set priority list daily/weekly/monthly/quarterly)?

[ ] Create goals utilizing the SMART Goals or Locke and Latham’s Theory

**Step 5: Succeed**

Ideally, by the time students graduate from college ongoing self-reflection and improvement will be a natural process. As students/graduates progress with their professional goals, the need to adapt to the new and challenging demands set by professional advancement or career changes may require re-calibration to assure appropriate strategies are utilized. Step five reminds students/graduates to celebrate incremental successes while staying committed to ongoing growth and positive change.

Follow through and reassess:

[ ] Periodically monitor professional progress; conduct a weekly review, a review after your first major project, meeting with your supervisors, as you progress through the fiscal year (What has been working? What has not been working? Revisit your analysis and strategy.)

[ ] Give yourself a progress report (Have you been following through on your planning and strategy? Have you accessed and utilized the resource identified in the process?)