



## EDUCATORS AND EMPLOYERS ENGAGED FOR EXCELLENCE

AN INITIATIVE OF  THREE RIVERS  
WORKFORCE INVESTMENT BOARD  
TRWIB, Inc.

# Employer Training In Career Education



pittsburgh regional **compact**<sup>™</sup>  
connecting employers + students



# Guiding Principles for Business and School Partnerships<sup>1</sup>

## The Foundation: Developing the partnership's core values

### **School-Business partnerships must be built on shared values and philosophies.**

#### **Partnerships should:**

- Begin with an open and frank discussion about values, goals and needs.
- Respect and reflect the culture and goals of both the education and business partners.
- Support the core mission of the school.
- Bolster the academic, social and physical well being of students.
- Compliment the social values and goals of the school, business partner and the community.

### **Partnerships should be defined by mutually beneficial goals and objectives.**

#### **Partnerships should:**

- Clearly define short and long-range goals.
- Focus on collaboration to determine activities that meet the goals of all involved.
- Be aligned with education goals and board policies of individual schools and/or districts.

## Implementation: Translating values into action

### **Partnership activities should be integrated into the school and business cultures.**

- Partners should communicate frequently to respect and understand each other's cultures.
- Partnerships should provide students, teachers and business employees with opportunities to interact at school, community and business sites.

### **Partnerships should be driven by a clear management process and structure.**

- Each school and school district should have a point person to manage partnerships to ensure quality and alignment with educational goals for students.
- Partnerships should include written descriptions of roles and responsibilities, accountability measures and guidelines for responsibilities of educators and business employees.
- Partnerships should include training for all key personnel.

### **Partnerships should define specific, measurable outcomes.**

- Partnerships should be guided by a written collaborative agreement on outcomes, benchmarks and measures of progress.

<sup>1</sup> This resource developed by the Council for School and Business Partnerships (<http://www.corpschoolpartners.org/guide.shtml>)

## Continuity: Sustaining the partnership over time

**Partnerships should have support at the highest level within the business and school and concurrence at all levels.**

- Superintendents, principals, school boards, CEO's and managers should articulate and demonstrate support for the partnership internally and externally.
- Partnerships should be explicitly supported by teachers, employees and other constituents.
- Communities should have the opportunity to review and contribute to partnerships.

**Partnerships should include detailed internal and external communications plans, which clearly illustrate expectations of all parties.**

- Partners should communicate regularly about intended and actual outcomes of all activities.
- Communication about partnerships should allow opportunities for private and public recognition of both parties.

## Evaluation: Determining strengths, weaknesses and future directions

**Partnerships should be developed with clear definitions of success for all partners.**

- Measures for success should be established at the outset of the partnership.
- Partnerships should be evaluated on a regular, agreed-upon basis.
- Evaluation should include collection and analysis of information to determine accomplishments, strengths and weaknesses of the partnership.

# Comprehensive Checklist for Partnering

## Preliminary Planning

- \_\_\_ Determine how a partnership could enhance the student experience.
  - \_\_\_ *Identify unmet/underfunded needs of students and schools.*
- \_\_\_ Identify potential partners.
  - \_\_\_ *Research local businesses or schools; look for a good fit.*
  - \_\_\_ *Reach out to parents for ideas and connections.*
  - \_\_\_ *Empower employees to look for partnership opportunities.*
- \_\_\_ Understand your core values and those of your potential partner.
- \_\_\_ Draft a partnership proposal.
  - \_\_\_ *Submit your proposal to potential partner.*
  - \_\_\_ *Coordinate a follow-up meeting or call.*

## Laying the Foundation

- \_\_\_ Have a frank discussion about values, goals and needs.
  - \_\_\_ *Develop an understanding of each partner's desired level of involvement.*
- \_\_\_ Assess the impact of the partnership on students.
  - \_\_\_ *Ensure that students and members of the community are engaged.*
- \_\_\_ Define quantifiable goals.
  - \_\_\_ *Determine duration of partnership.*
- \_\_\_ Collaborate with partner to identify partnership activities.
  - \_\_\_ *Align activities with education goals of school/district.*

## Implementation

- \_\_\_ Ensure activities are integrated into the school and business culture.
  - \_\_\_ *Ensure that activities provide an opportunity for students, teachers, and business employees to interact with each other and the community.*
- \_\_\_ Establish a formal, written management structure with designated contact people for each partner.
  - \_\_\_ *As personnel changes occur, make sure to establish relationship with new employees.*
- \_\_\_ Provide training for all involved parties where necessary.

## Sustaining the Partnership

- \_\_\_ Secure explicit support and concurrence for the partnership at all levels of the school and business.
  - \_\_\_ *Ensure top management is on board.*
  - \_\_\_ *Ensure staff are informed and involved.*
- \_\_\_ Provide the community with an opportunity to review and contribute.
- \_\_\_ Construct communications plans.
  - \_\_\_ *Communicate regularly about intended and actual outcomes.*
- \_\_\_ Ensure both partners are publicly and privately recognized.

## Evaluation

- \_\_\_ Conduct regular evaluations and monitoring.
- \_\_\_ Revisit originally establish goals of the partnership and determine if those were accomplished
- \_\_\_ If partnership is ending, have a debrief discussion to determine partnership satisfaction and effectiveness.

# Classroom Speakers

## What is it?

For many employers and schools, the simplest way to build career awareness among students is to have a working adult visit a school to make a career-focused presentation to students. This presentation can range from speaking to a large assembly to addressing a career education classroom, or participating as a subject matter expert in a specific discipline.

## Checklist for Success

- \_\_\_\_\_ Employers identify which schools, programs or opportunities with which they wish to be involved.
- \_\_\_\_\_ Schools should work with speakers to ensure that they understand the interests of their student audiences and ensure that presentations fit with curriculum and standards.
- \_\_\_\_\_ Employers should identify employees who can speak to young people in an engaging and entertaining way, while also providing a meaningful overview of their own career and employer.

## Additional Resources:

- **CA Engineering & Technology Alliance**
  - [www.engineering-ed.org/common/guidelines\\_for\\_career\\_guest\\_spea.htm](http://www.engineering-ed.org/common/guidelines_for_career_guest_spea.htm)
- **Boston Private Industry Council**
  - <http://www.bostonpic.org/employers/career-speakers>

# Classroom Speakers, cont.

## Sample letter for Career Guest Speakers<sup>2</sup>

Dear Guest,

Thank you for accepting an invitation to talk to our engineering students about your career field. You're invited to present your career field because one or more of our students expressed interest in and have done some research on the field. All the students are learning about career choices and students know something about the qualifications for the job, the working conditions, where the jobs are, wages and salaries, and employment prospects. Please talk to the entire class about how and why you chose to enter your field and what it is like. We want the good news with the bad so that you leave students with a pretty good understanding of the profession.

Note our classes are 50 minutes long. You will usually have an audience of 24 Juniors at 7:30 to 8:30 AM, and about 25 Freshmen from 8:30 to 9:30AM. Our classes are in Building/Room # at the northeast corner of the campus. You may park in the east side teachers' parking lot. One of my students or I will meet you and lead you to the classes.

We've enclosed a suggested outline for your presentation. These topics are intended to give you some ideas on what you could talk about. Please design a presentation you are most comfortable giving-- adding, omitting, or reorganizing, as you like. Announce if you will take questions during the presentation. Please lead the students through your presentation. You cannot depend on their questions to keep the discussion moving along. Please let us know of your audio visual requirements. Our students particularly like visuals, moving pictures, and show-and-tell items like examples of your products.

All the instructors and students thank you for investing time to excite our students about your field and their futures! Please call us anytime with your suggestions and questions.

Sincerely,

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<sup>2</sup> Resource developed by the CA Technology and Engineering Alliance  
[www.engineering-ed.org/common/guidelines\\_for\\_career\\_guest\\_spea.htm](http://www.engineering-ed.org/common/guidelines_for_career_guest_spea.htm)

# Classroom Speakers, cont.

## Suggested Outline for Career Presentations

### Purpose

- Inform high school students about your career and how and why you got into it.
- Suggest ways for students to find careers that best suit their interests, aptitudes, and skills

### Your biography

- Tell us about yourself (and don't be bashful!)
- How did you get into this line of work?
- When did you know it's what you wanted to do?
- Did anyone help you decide what profession(s) you should go into?
- What other jobs have you held?
- What interests do you have outside the work place?

### Preparing yourself

- How did you prepare for the job you have?
- What training would you recommend for someone interested in this field?
- How many years of education are required for this particular job?
- What kinds of jobs can you consider with training in this field?

### What's the job like?

- What is a typical day like? What do you spend most of your time doing at work?
- What is your work environment like?
- What are typical salaries or wages for the field?
- What kind of work hours do you keep?
- What abilities help you to do your work?
- What do you like most about what you do?
- What do you like least about what you do?

### The job prospects

- What advice would you give others preparing for this type of work?
- What do you see in the future for this line of work?
- How can someone get more information about the field and how to enter?

### Next steps

- Are you interested in counseling students if they are interested in the career?
- Can you suggest other professionals who may want to help students make choices?

# Workplace Tours

## What is it?

Workplace tours bring groups of students to tour a business and meet a wide range of employees. Students learn about the business' day-to-day operations, the different types of jobs available and the requirements for careers with the business.

## Checklist for success:

- \_\_\_\_\_ Determine what occupations, processes and facilities you wish to highlight on the tour. Follow your Career Education Plan to ensure that the employees providing the tour are knowledgeable, engaging and enthusiastic.
- \_\_\_\_\_ Prepare a safety demonstration before the tour begins, if applicable.
- \_\_\_\_\_ In partnership with the school, fill out the Career Education Event Log (see the chart below) to determine the logistics of the tour. Be aware of regional Job Shadowing and Workplace Tour days for increased demand (such as February 2 National Job Shadow Day, Imagine Career Week and Take Your Child to Work Day at the end of April).
- \_\_\_\_\_ Be prepared for potential forms and question sheets that students may bring that will require employee involvement for the student to complete the assignment. (This varies with each school district).
- \_\_\_\_\_ Debrief with employees who were involved using the following matrix:

Qualitative Factor	What Worked	What Needs Work	Action Steps
Safety			
Student Engagement			
Employee Engagement			
Logistical Execution			
Planning with School			

## Additional Resources:

- **Kansas City Quality Work-Based Learning Toolkit**
  - [http://www.nww.org/gwbl/tools/kcktoolkit/Guides/How To Guide Workplace Tour.PDF](http://www.nww.org/gwbl/tools/kcktoolkit/Guides/How_To_Guide_Workplace_Tour.PDF)
- **CBIA Educational Foundation Guide**
  - [www.cbia.com/edf/documents/erpocketguide.pdf](http://www.cbia.com/edf/documents/erpocketguide.pdf)
- **The Learning Partnership- Take our kids to Work**
  - [http://www.tlpresources.ca/tokw/Workplace\\_guide-En.pdf](http://www.tlpresources.ca/tokw/Workplace_guide-En.pdf)

# Workplace Tours, cont.

## During the Workplace Tour<sup>3</sup>

### Ensure that students receive instruction in workplace safety.

- Safety is a critical concern when bringing students to the workplace. Have the workplace host include a safety talk in his or her opening remarks.
- Students should be provided with appropriate safety gear and equipment for the workplace tour.
- When you provide safety instruction prior to the visit, you can instruct students to look for potential hazards during the tour. In addition to being a crucial safety measure, this instruction can raise students' awareness about safety in other environments.
- A classroom discussion after the tour is an important part of this process.

### Arrange for students to experience the tour in small groups.

- When possible, arrange for students to tour in smaller groups (three to six students). This allows students to become comfortable with their guide and maximizes the likelihood that they will ask questions and engage in dialogue.
- A rotating agenda for the day with different groups participating in several kinds of activities and interacting with different employees is ideal.

### Expose students to all aspects of the industry.

- All Aspects of an Industry provides a handy framework for a workplace tour.
- In addition to helping workplace hosts think about how to design a wide range of exposures for students, an All Aspects of an Industry structure for the tour provides students who may not be interested in a career in this particular field to learn about roles and issues that are common to all industries.
- A workplace tour can be structured so that students spend some time in each department or unit of the workplace learning about the issues that are important to them.
- The *All Aspects of an Investigative Interview*<sup>4</sup> can be used as part of a workplace tour.

### Arrange for students to speak to employees with different levels of responsibility.

- Whether a student has aspirations to earn a college degree, pursue an industry certificate or get technical training, the workplace tour can provide them with exposure to people with various levels of responsibility and education.
- Whenever possible, ensure that students have an opportunity to see the wide variety of career opportunities at the workplace.

<sup>3</sup> This resource developed by the Kansas City, KS Public Schools  
[http://www.nww.org/qwbl/tools/kcktoolkit/Guides/How\\_To\\_Guide\\_Workplace\\_Tour.PDF](http://www.nww.org/qwbl/tools/kcktoolkit/Guides/How_To_Guide_Workplace_Tour.PDF)

<sup>4</sup> This resource developed by the Kansas City, KS Public Schools  
[http://www.nww.org/qwbl/tools/kcktoolkit/Tools/Tool\\_1.PDF](http://www.nww.org/qwbl/tools/kcktoolkit/Tools/Tool_1.PDF)

## Workplace Tour Matrix

This matrix outlines the steps teachers, students and workplace partners should take to ensure a successful experience.

	Teachers	Students	Workplace Partners
Before the Workplace Tour	<ul style="list-style-type: none"> <li>Assess how a workplace tour can support your teaching and curriculum goals.</li> <li>Select appropriate businesses for tours.</li> <li>Review materials on business.</li> <li>Confirm logistics.</li> <li>Collect signed permission forms.</li> <li>Prepare students to maximize learning.</li> </ul>	<ul style="list-style-type: none"> <li>Research the company or organization that you will visit.</li> <li>Turn in signed permission forms.</li> <li>Find out how to dress and act appropriately at this particular workplace.</li> <li>Develop questions about the work, career opportunities, and connections to academics at this workplace.</li> </ul>	<ul style="list-style-type: none"> <li>Register with Pittsburgh Regional Compact to promote tours at your workplace.</li> <li>Let the teacher know who the main contact is, emergency phone numbers at the workplace, and the best place for parking and building entry.</li> <li>Plan to arrange the tour around all aspects of the industry.</li> <li>Determine a structure for the tour that will allow students to be in small groups.</li> <li>Consider how students can speak to employees with different levels of responsibility.</li> </ul>
During the Workplace Tour	<ul style="list-style-type: none"> <li>Arrange for students to experience the tour in small groups.</li> <li>Ensure that students receive instruction in workplace safety.</li> <li>Expose students to all aspects of the industry.</li> <li>Arrange for students to speak to employees with different levels of responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>Pay close attention to safety issues at the workplace.</li> <li>Think about what else you need to know to determine if careers in this industry are for you.</li> </ul>	<ul style="list-style-type: none"> <li>Provide safety orientation to tour group.</li> </ul>
After the Workplace Tour	<ul style="list-style-type: none"> <li>Provide individual and group reflection exercises.</li> <li>Help students make the connection between academics and the industry.</li> <li>Have students write a thank-you letter to workplace host.</li> <li>Support students in determining their next step in learning about careers.</li> <li>Utilize employer and student feedback to inform continuous improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Complete the reflection or questionnaire for the tour.</li> <li>Participate in classroom activities that will help you think about the value of the workplace tour.</li> <li>Compose a specific and professional thank-you note for the workplace host.</li> </ul>	<ul style="list-style-type: none"> <li>Complete and return the appropriate school forms and materials.</li> </ul>

# Job Shadowing

## What is it?

Job shadowing allows businesses to bring students into the workplace for a one-day career exploration experience. During the day, a student spends time with a working adult to learn about the specific tasks of his or her occupation.

## Checklist for Success

- \_\_\_\_\_ Employers should determine what ages, geography and interest level of students they wish to tour their facilities.
- \_\_\_\_\_ Employers should inform themselves of regional Job Shadowing and Workplace Tour days for increased coordination.
- \_\_\_\_\_ Employers should develop the appropriate training for their employees in order to make the most out of the job shadow experience.
- \_\_\_\_\_ Employers should identify employees who are interested in having students shadow them for a day.
- \_\_\_\_\_ The school and employer should discuss desired outcomes of the job shadowing to ensure that the visit provides maximum educational value to the student(s).

## Additional Resources:

- **PA Department of Education**
  - [www.pacareerstandards.com/business-partners.php](http://www.pacareerstandards.com/business-partners.php)
- **Arizona Work-Based Learning Resource Guide**
  - [www.azed.gov/cte/guides](http://www.azed.gov/cte/guides)
- **Junior Achievement Site Coordinator Guide**
  - [www.ja.org/files/jobshadow/Job\\_Shadow\\_Site\\_Coordinator\\_Guide.pdf](http://www.ja.org/files/jobshadow/Job_Shadow_Site_Coordinator_Guide.pdf)

# Job Shadowing, cont.

## Structuring a Job Shadow<sup>5</sup>

Job shadowing is a volunteer opportunity for students to gain valuable exposure to careers they are interested in pursuing following graduation. Students spend a half day, full day, or several days (you decide) visiting your organization, investigating a career field and experiencing a typical day on the job.

Job shadowing allows students to clarify their career goals and understand how knowledge learned in the classroom translates to their ability to be successful in the workplace. An employer demonstrates the connection between academics and careers, exciting students to learn by making their coursework more relevant. It also exposes students to career settings within their interests and offers firsthand knowledge about different career fields. Job shadowing should provide exposure of the day-to-day work environments, job characteristics and responsibilities to assist them in determining a career fit and create a better understanding of the work environment and types of skills needed for specific occupations.

### How to get involved

Check with your area(s) school district's high schools, middle schools, and career and technology centers to see if they are participating and let them know that you are a business that welcomes job shadowing. You can also contact the local chamber of commerce business and education partnership representative and/or your regional Workforce Investment Board to see how you can get involved in the job shadowing process. You can find a number of school district contacts at the following website:

<http://www.edna.ed.state.pa.us/>.

### The Process

The role of the employer is to:

- Organize a half or full of day of activities or assignments for the student and remain available during the student's shadowing assignment.
- Clarify any behavioral issues, rules, permissions, clothing and safety requirements.
- Provide the hours of the day and the contact information to the schools.
- Provide an overview of the organization and industry, and share career advice and tips on work/life balance.
- Help students understand the required skills and attitudes needed for the job.
- Demonstrate and explain effective work methods and show a desire to work with students.
- Introduce the student to a realistic view of their career area and work roles.
- Welcome questions and provide students with constructive feedback, especially as it relates to realistic expectations of the student.

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<sup>5</sup> Resource created by PA Department of Education ([www.pacareerstandards.com](http://www.pacareerstandards.com))

## Suggested Activities

- Encourage students to talk about their interests and abilities. Incorporate that information into discussions regarding career or industry employment choices.
- Organize a tour of your office/facility.
- Engage in brief discussion of different departmental functions, job titles, educational preparation and pay ranges.
- Discuss the relationships between suppliers and customers.
- Introduce the student to the mission of the workplace: What do you do?
- Give a personal note: Why is my job important to me? Why do I like my job? How did I get to my current job?
- Discuss a student's career interests and plans. Offer suggestions for appropriate training or experience.
- If applicable, involve the students in a "hands-on" project/assignment.
- Discuss math, science and communication foundations of the job.

## Top Ten List for Creating a Winning Job Shadow

1. Assign one person in your business to act as a guide throughout the day, getting the student from one place to the next. Of course, students won't need a guide if they are shadowing one person throughout the entire day.
2. Make them feel welcome and part of your team. Little things like having a company name badge made up for them, or providing them with a notebook with company materials can go a long way in making them feel valued.
3. Its good for students to begin the day with an overview of your company or organization. Give them a sense of your mission and how you work as a team.
4. Wherever possible, give them a hands-on experience of performing the actual job that they are interested in pursuing or at least observe and/or assist a person who is actually doing the job.
5. Show them the "tools of the trade," which range from software, actual equipment, or even the "people skills" necessary in your line of work.
6. Share information with them on the skills and education they will need to perform the job or career that interests them.
7. Help them identify the courses they should be taking in school to help prepare for this career. Assist them in making a connection between what they're doing in school to the career they want to pursue.
8. If they'll need postsecondary training and education to work in your career, please identify what they should be considering.
9. During lunch let them hear life stories from your staff on how they got to where they are today and what they enjoy most in their work.
10. Students want to do more than just observe, so please find ways in which they can actually participate in performing the job. They may be a bit shy, so you might have to draw them out. One way is to ask them about their impressions throughout the day.

# Career Mentoring

## What is it?

Work-based mentoring links students with working adults to discuss career paths and options for the students' futures. Mentoring can take many different forms. For example, students and mentors may meet one-on-one or in groups, or correspond periodically via e-mail.

## Checklist for Success

\_\_\_\_\_ Employers should take time to understand the variety of mentoring programs available and determine which type best fits their needs (from intensive one-on-one to less time-intensive e-mentoring).

\_\_\_\_\_ Employers should consider how to make mentoring opportunities available for their employees, including potential incentives, recommended time on and off the job and what kind of resources are necessary for training.

\_\_\_\_\_ A mentor should be willing to dedicate a semester or full school year to mentoring a student.

\_\_\_\_\_ Schools should provide structure to ensure the goals of mentorship are being met for the student.

## Additional Resources:

- **Connecticut Learns**
  - [www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Career/WB/mentoring.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Career/WB/mentoring.pdf)
- **National Mentoring Partnership**
  - [www.mentoring.org](http://www.mentoring.org)
- **Mentoring Partnership of Southwest Pennsylvania**
  - [www.mentoringpittsburgh.org](http://www.mentoringpittsburgh.org)

# Career Mentoring, cont.

## Developing a Mentoring Program for your Organization<sup>6</sup>

### Strategies for Recruiting Workplace Mentors

How do managers recruit mentors from within the company? Various methods are described below.

- Managers solicit individual recommendations from department supervisors and existing workplace mentors;
- E-mail explaining mentoring is sent to all employees;
- Announcements appear in company newsletters and on bulletin boards; and
- Information on the company mentoring program is part of all new employees' orientation.

### Characteristics of an Effective Workplace Mentor

An effective workplace mentor is:

- willing and able to commit the necessary time to a student;
- interested in helping and teaching youth;
- able to communicate effectively with youth;
- able to see mentoring as an opportunity rather than an "assignment";
- sensitive to culturally diverse backgrounds;
- capable of encouraging, supporting, motivating and leading others; and
- willing to share constructive criticism and feedback in a supportive, sensitive and patient manner;
- contribute to the design, development and objectives of the student's individual internship or work-based learning plan;
- provide the student with an overview of the business, division functions and workplace rules, policies and procedures (including work-ethic issues, the organizational culture, unwritten rules and the social aspects of work);
- explain the organization's goals to the student and discuss how each division contributes to the achievement of goals;
- help the student understand his or her job responsibilities;
- help the student learn about other career opportunities within the organization and the student's chosen career cluster(s);
- assist the student in identifying and developing specific occupational, technical skills and the core academic and employability skills;
- help the student see connections between classroom learning and the workplace;
- point out the differences between school and work environments, including acceptable behavior and performance expectations;

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<sup>6</sup> Resource developed by Connecticut Learns ([www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Career/WB/mentoring.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Career/WB/mentoring.pdf))

## Career Mentoring, cont.

- help build the student's self-esteem and confidence by providing opportunities for success in the workplace and positively reinforcing accomplishments;
- guide the student in work-related decision making, goal setting, prioritizing and scheduling;
- provide feedback necessary for the student to perform effectively, highlighting strengths and opportunities for growth and correcting inappropriate behavior;
- seek out the student's opinions and suggestions;
- formally or informally evaluate the student's work performance;
- coach the student to continuously improve work performance and encourage ongoing self-assessment;
- help the student to resolve conflicts, clarify issues and cope with stressful situations;
- make suggestions concerning appropriate work assignments, internship specifications, training and supervisory staff;
- act as a liaison between workplace and school staff, mediating when necessary and maintaining communication with school staff concerning student's progress (may share this responsibility with workplace managers);
- encourage the student to continue educational, personal and professional development;
- increase the student's awareness of career resources, networking opportunities and professional associations;
- model behaviors that lead to workplace success, including respectful communication and cooperation with colleagues; and evaluate self and student.

### Workplace Managers:

- solicit approval for involvement in school-to-career activities from their organization's top management;
- initiate actions to increase company-wide awareness and participation in school-to-career activities;
- help to recruit, select and train appropriate mentor volunteers from within the organization;
- define and clarify the roles and responsibilities of workplace mentors and students;
- include the mentor in individual internship or work plan design, objectives, and student selection criteria;
- help students evaluate their own performance and the attainment of goals;
- help students and mentors address concerns, propose solutions to problems (when necessary) and take action to resolve serious issues (as appropriate);
- act as a liaison between workplace and school staff, mediating when necessary and maintaining communication with school staff concerning student's progress (may share this responsibility with workplace mentors);
- offer support and suggestions for continuous improvement of the mentor student relationship;
- are sensitive to need for workplace mentors to spend time with students;
- identify ongoing needs of workplace mentors and students;
- evaluate students and employee-mentors.

# Work Readiness Training

## What is it?

Many community-based organizations and program providers train youth in basic job skills that enhance employability. This often includes instruction on how to write a resume and cover letter, how to dress appropriately, how to act in a job interview and other job-related social skills. Businesses can complement this type of training by conducting mock interviews, presenting to students about office etiquette, and helping students see how successful professionals present themselves.

## Checklist for Success

- \_\_\_\_\_ Employers should determine how working with a job-readiness training program can benefit their recruitment needs as well as assist in the development of the youth's career readiness, including whether it is a general basic skills program or an industry-specific program.
- \_\_\_\_\_ Form a working group to identify the most important basic job skills necessary for the workplace.
- \_\_\_\_\_ Work with the training organization and/or school to ensure that the basic readiness skills you need will be addressed by the program.
- \_\_\_\_\_ Determine the appropriate staff time and engagement that can be provided by interested employees.

## Additional Resources:

- **Three Rivers Workforce Investment Board**
  - <http://www.trwib.org/practices/youth/competencies/WORKREADY-COMPETENCIES-2008.pdf>
- **Secretary's Commission on Achieving Necessary Skills**
  - <http://www.ncrel.org/sdrs/areas/issues/methods/assment/as7scans.htm>
- **Westminster Group**
  - [www.wgpeople.com](http://www.wgpeople.com)

## Three Rivers Workforce Investment Board Youth Policy Council Work Ready Competencies ©

The work ready competencies below were developed by the Three Rivers Workforce Investment Board (TRWIB), the Philadelphia Workforce Investment Board, and the Philadelphia Youth Network. These competencies are designed to provide youth employment programs with the most accurate listing of competencies that youth should be striving to obtain in order to be marketable for **entry-level** positions in our region. The TRWIB recognizes that specific industries have specific qualifications and skills that they are seeking in entry-level applicants. However, these competencies are designed to reflect the universal basic competencies that **any industry** is looking for in their entry-level employees. Ultimately, these competencies are aimed at assisting employers in finding stronger entry-level employees who are ready to work with basic work readiness skills. These competencies have been critiqued and validated through focus groups with more than 50 regional employers.

COMPETENCY AREA	COMPETENCY
<b>Basic Reading Skills</b>	<ul style="list-style-type: none"> <li>• Reads and recalls information at grade level completed</li> <li>• Demonstrates reading comprehension</li> <li>• Reads for a variety of learning-related and real-life work issues</li> <li>• Proofreads documents for correct grammar, punctuation, and organization</li> </ul>
<b>Basic Listening Skills</b>	<ul style="list-style-type: none"> <li>• Listens actively for a variety of purposes</li> <li>• Interprets meaning of instruction and interaction accurately</li> </ul>
<b>Basic Speaking Skills</b>	<ul style="list-style-type: none"> <li>• Speaks appropriately in both formal and informal settings</li> <li>• Speaks using effective communication skills</li> <li>• Speaks clearly using real words (avoids uhs, ums and profanity)</li> <li>• Makes eye contact</li> <li>• Demonstrates general customer friendliness</li> </ul>
<b>Basic Writing Skills</b>	<ul style="list-style-type: none"> <li>• Prepares a quality writing sample with correct grammar, punctuation, organization of thoughts, accuracy and completeness</li> <li>• Conducts and documents inquiry-based research</li> <li>• Writes for academic, personal, social, and school-to-career purposes</li> <li>• Prepares professional business writing documents (e.g. email, memos)</li> <li>• Understands appropriate use of email (when to use email and when not to)</li> <li>• Uses legible hand-writing</li> </ul>
<b>Basic Math Skills</b>	<ul style="list-style-type: none"> <li>• Demonstrates ability to add, subtract, multiply and divide without a machine</li> <li>• Solves problems in which there is a need to measure accurately—weights, measures, and volumes</li> <li>• Demonstrates understanding of money concepts (e.g. calculating change)</li> <li>• Understands the importance and implications of accuracy</li> </ul>

COMPETENCY AREA	COMPETENCY
<b>Basic Job Seeking Skills</b>	<ul style="list-style-type: none"> <li>• Identifies, secures, and completes all documentation needed to gain employment</li> <li>• Develops and completes a resume / cover letter</li> <li>• Identifies and explores career / vocational areas of interest and identifies careers or vocations that appropriately align with professional skill sets</li> <li>• Conducts a job search</li> <li>• Demonstrates effective interview skills including focus and use of appropriate body language and dress</li> <li>• Develops an interview follow-up communication strategy</li> <li>• Shares appropriate references</li> <li>• Completes appropriate clearances and background checks where applicable</li> <li>• Maintains proper business etiquette</li> <li>• Demonstrates effective communication during the job seeking process (including appropriate follow-up correspondence and information)</li> <li>• Demonstrates job retention if held previous employment</li> <li>• Understands that non work activities (i.e. activities during time off) can impact professional goals and ability to obtain and retain employment</li> </ul>
<b>Basic Job Retention Skills</b>	<ul style="list-style-type: none"> <li>• Responds appropriately to supervision / direction</li> <li>• Demonstrates dependability and reliability by coming to work on time and remaining at work for entire shift</li> <li>• Respects diversity (e.g. race, gender, sexual orientation, cultural heritage / traditions)</li> <li>• Understands the importance of teamwork</li> <li>• Understands the difference between verbal and nonverbal communication</li> <li>• Gives and receives constructive feedback</li> <li>• Participates fully in a task from initiation to completion</li> <li>• Understands workplace etiquette (including turning off cell phones at work and dealing with personal issues during non-work hours)</li> <li>• Knows when and how to ask for clarification on tasks and when to ask for help</li> </ul>
<b>Basic Life Skills</b>	<ul style="list-style-type: none"> <li>• Manages personal finances effectively</li> <li>• Practices effective time management</li> <li>• Navigates transportation systems</li> <li>• Maintains balance between personal and professional life</li> <li>• Demonstrates ability to set and achieve goals</li> <li>• Manages emotions appropriately</li> <li>• Learns how to adapt to unforeseen circumstances</li> </ul>
<b>Basic Technology Skills</b>	<ul style="list-style-type: none"> <li>• Understands basic computer skills (e.g. Microsoft Office Tools)</li> <li>• Demonstrates comfort with learning and applying various technology programs and software</li> </ul>
<b>Basic Personal and Social Development Skills</b>	<ul style="list-style-type: none"> <li>• Establishes and maintains personal and professional networks</li> <li>• Practices effective conflict resolution strategies</li> <li>• Demonstrates the ability to identify and assess community information</li> <li>• Demonstrates self-discipline, integrity, honesty, compassion, independent thinking and responsibility while role modeling appropriate business behavior</li> <li>• Understands and adheres to general employer policies</li> <li>• Establishes a positive work and school history</li> <li>• Understands leadership qualities, values, and behaviors</li> <li>• Develops critical thinking and problem solving skills</li> </ul>

# Educators in the Workplace

## What is it?

An employer hosts a teacher for several days, usually during the summer. A step-by-step curriculum guides the teacher toward linking a real-world work experience to his or her teaching and career education.

## Checklist for Success

\_\_\_\_\_ Determine how a long-term relationship with an educator can benefit your organization's needs and assess with what schools and subject area educators you will work.

\_\_\_\_\_ Employers should identify employees to host the educator for up to a week during his or her time with the company and take time to thoroughly provide guidance and explanation to him or her.

\_\_\_\_\_ Ensure that participating educators have programmed activities to occupy them and to help them better understand the employer's business.

## Additional Resources:

- **PA Department of Education- Statewide Educator in the Workplace Programs**
  - <http://www.pacareerstandards.com/education-partners.php>

# Educators in the Workplace, cont.

## Educator in the Workplace Fact Sheet<sup>7</sup>

### What is it?

Educator in the Workplace is a hands-on opportunity for educators to spend a day (4-6 hours) at a place of business to connect their subject area with the challenges, new technologies, and use of academic skills and knowledge.

### Who is Involved?

Teachers, counselors, and administrators from local school districts and career and technology centers in addition to participating area businesses are involved.

### What is the Goal?

To connect classroom learning with relevant business practices, by engaging teachers and business leaders, thereby better preparing students for college and careers in the 21<sup>st</sup> Century.

### Logistics

All educator job shadowing will take place during the months of December through February. Educators will spend 4-6 hours in the workplace on an agreed day. The educator and business partner will make mutual arrangements regarding the day, hours, and directions to the business site, parking, and attire.

### Expected Outcomes

- To create a vital link between classroom learning and “real world” living.
- To develop innovative programs for meeting educational goals.
- To develop partnerships between educators and businesses that will help students succeed in college and the workplace.

### Suggested Activities:

- Tour the work space: executive offices, copy room, supply area, cafeteria, meeting rooms, training facility, health club, and other facilities.
- Discuss executive overview of the industry, company, or organization including mission, philosophy, and code of ethics.
- Explore extent of computer usage with daily tasks, voice mail, e-mail, Internet, teleconferencing, and video conferencing.
- Job Shadowing: Observe employer in the performance of job responsibilities.
- Review business materials such as organizational charts, planning charts, business code of ethics/behavior, and examples of project work.
- Attend and participate in a meeting, “coffee talk,” presentation, or interview.

<sup>7</sup> Resource developed by the PA Department of Education ([www.pacareerstandards.com](http://www.pacareerstandards.com))

## Educators in the Workplace, cont.

### Suggestions for Obtaining Information:

- Identify critical job skills needed by the current and future workforce.
- Solicit advice for developing marketable skills and obtaining various positions.
- Discover specific examples of work applications for math, science, technology, language arts, and other curricular areas.
- Inquire about the company philosophy on lifelong learning and how the company deals with the need for continuous retraining and new training of its employees.
- Discuss ideas for classroom applications based on observations during your visit.

# Educators in the Workplace, cont.

## Educator Evaluation

Name of Business Site: \_\_\_\_\_

Name of Business Host: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_ E-Mail: \_\_\_\_\_

1. How would you rate your overall experience? (lowest 1; highest 5)

1      2      3      4      5

2. Did the experience provide you with any new insights regarding the business environment?  
If so, please describe them. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Did you become aware of any skills your students will need to be employable in the future?

\_\_\_\_\_

\_\_\_\_\_

4. Was there enough time to interact with your business host during your visit?

Yes \_\_\_\_\_ No \_\_\_\_\_ Explain \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. What suggestions do you have to improve the "Educators in the Workplace" experience?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. What long-term arrangements for collaboration did you arrange with your business partner?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name of Educator: \_\_\_\_\_ Subject area: \_\_\_\_\_

School/College \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_ Zip: \_\_\_\_\_

# Graduation Project Advisors

## What is it?

As high school graduation projects become increasingly career focused, employers can play an important role in giving content advice to students completing these projects. Graduation project advisory can include providing students with an interview subject to acting as judge/evaluator of the final project.

## Checklist for Success

\_\_\_\_\_ Employers should determine which schools they are interested in working with (which employees will be involved proximity to employer location, etc.)

\_\_\_\_\_ Employers should learn about the graduation project requirement and ensure that there is a piece relevant to the students' future career plans.

\_\_\_\_\_ Employers should identify employees who are willing to respond to student inquiries and/or act as project evaluators.

## Additional Resources:

- **PA Department of Education**
  - [www.pacareerstandards.com/career-portfolio.php](http://www.pacareerstandards.com/career-portfolio.php)
- **North Carolina Graduation Project Implementation Guide**
  - [www.ncpublicschools.org/docs/graduationproject/resources/overview.ppt](http://www.ncpublicschools.org/docs/graduationproject/resources/overview.ppt)

# Graduation Project Advisors, cont.

## The responsibilities of a Project Advisor<sup>8</sup>

Project Advisor, a contact within or outside the school community, may provide knowledge, information, support, and guidance in order to assist the student in attaining a successful completion of the graduation project. The mentor may be a participant in the final evaluation review depending on the school district's policies.

## Suggestions for a Successful Project Advisor

- Be aware that the project is a state-mandated requirement for graduation.
- Receive the complete packet regarding the project and its requirements for successful completion.
- Sign the "proposal" in the packet and date all appropriate places.
- Be aware of the on-going timeline constraints.
- Advise as to appropriateness of student's topic.
- Provide expertise on a need-to-know basis.
- Allocate time and makes arrangements to work with the student.
- Provide suggestions and advise.
- Serve as a support and resource.
- Sign and returns all required forms.
- Attend oral presentation.
- Ask clarifying questions.
- Preview project before presentation.
- Evaluate the success or failure of the project.

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<sup>8</sup> Resource developed by the PA Department of Education ([www.pacareerstandards.com](http://www.pacareerstandards.com))

# Internships

## What is it?

Often, internships are thought of simply as summer jobs offering some work experience. However, a high school student can contribute to and learn from an employer, during an internship, in more meaningful ways. Because a high school student may not have the same level of maturity or experience as a college student, it may be more difficult for a business to hire that student for a short term, full-time job experience. In contrast, high school student internships can offer participating students a venue for gaining maturity, discipline and real world job experience as they work part time, one on one with an employer, during the school year or even work in groups on specific projects related to the employer's business for an appropriate span of time. Student interns will gain valuable insights about possible career options and will gain work experience and on-the-job maturity. This can make them more marketable for paid employment later in their high school or college years.

## Checklist for Success

\_\_\_\_\_ Employers should set specific goals for the internship program, including a plan outlining the details of the program.

\_\_\_\_\_ Employers should determine the basic skills sets required of students.

\_\_\_\_\_ Implement a system for managing the intern(s) to ensure that time is well spent.

\_\_\_\_\_ Measure the success of the internship to improve the experience for future interns.

## Additional Resources:

- **Regional Internship Center**
  - [www.ric-swpa.org](http://www.ric-swpa.org)
- **Sir Francis Drake High School- Employer Guide to Internships**
  - <http://drake.marin.k12.ca.us/academics/pbl/acadx/workplace/empguide.pdf>

# Internships, cont.

## Tips to a Successful Internship<sup>9</sup>

### Appoint an Internship Coordinator

Choose someone within your company who you believe will have the time and leadership skills to implement the steps described on the following pages. Having an internship coordinator at your company will make it easier for interns and staff to know who to talk to regarding the intern's time at the company. It will also allow for more consistency as interns leave and new ones come on board.

### Identify your company's internal needs

In what ways can your company use extra help?

Some helpful questions include:

- What day-to-day or ongoing tasks take place in my company?
- What is the present workload of my staff?

### Appoint a mentor

Each intern should be appointed a mentor as a guide and supervisor. Ideal mentors should have:

- Patience
- Interpersonal Skills
- Credibility
- Interest in being a role model for the intern
- Interest in helping the intern grow professionally

Mentors should be able to:

- Work with the intern to develop objectives
- Offer feedback to the intern
- Comment on the intern's performance
- Help the intern to network
- Communicate the intern's learning role to all other employees and encourage interaction among staff and the intern
- Expose intern to all relevant aspects of the organization

### Develop clear, daily tasks for the intern, as well as back-up tasks.

Develop a well defined project for the intern, as well as back-up tasks. Always have a project for the intern and have back up tasks ready upon completion of the project or during down time. Can help you develop specific projects and provide sample daily tasks for your intern.

<sup>9</sup> Resource developed by the Regional Internship Center ([www.ric-swpa.org](http://www.ric-swpa.org))

## Business and School District Partnership Building Survey

<b>Name of Business and Address:</b>	<b>Contact Name:</b>	<b>Phone Number:</b>				<b>E-Mail Address</b>		
	<b>Classroom Speakers</b>	<b>Workplace Tours</b>	<b>Job Shadowing</b>	<b>Career Mentoring</b>	<b>Work Readiness Training</b>	<b>Educators in the Workplace</b>	<b>Graduation Project Advisors</b>	<b>Internships</b>
<b>Long Term Goal</b>	1. 2.							
<b>Short Term Goal</b>	1. 2.							
<b>Site for Activity (Business or School District Site)</b>								
<b>Grade Levels of Interest (8,9,10,11,12)</b>								
<b>Maximum Number of Students</b>								
<b>Month of Activity</b>								
<b>Length of Activity ( 1 Day, 1 Week, 1 Month, Summer intern)</b>								

Dear Colleague,

I have just attended the E4 workshop for employers. The morning meeting focused on building partnerships with local school districts in our region to prepare our youth for future employment opportunities.

Our business has made a formal commitment to support the workforce preparation efforts of the schools. We have the opportunity to partner in several ways. Activities include the following which may take place at the school or here at our facility. Below is a list of possible activities you may wish to consider participating in:

- Classroom Speakers
- Workplace Tours
- Job Shadowing
- Career Mentoring
- Work Readiness Training
- Educators in the Workplace
- Graduation Project Advisors
- Internships

Please indicate which activity/activities are of interest and return this sheet/ or email by (date). I will contact you with additional information.

Thank You,  
(Name)

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

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

Activity of Interest: \_\_\_\_\_

E-Mail Address: \_\_\_\_\_