



Students@Work Business Toolkit

On behalf of First Gentleman Bob Eaves' Students@Work program, the North Carolina Business Committee for Education (NCBCE) would like to thank you for your participation in Students@Work Week. This toolkit is intended for use as a guide as you plan how your business will take part in this important program. Creativity in designing your specific program is encouraged and welcome.



The toolkit includes:

- Ways to participate
- An action plan for job shadowing
- Student participation tracking template
- Suggestions based on feedback from previous participants
- How to help students connect what they are learning in the classroom with the workplace

Two ways to participate in Students@Work

- **Option One:** Have a group of students visit your workplace. Through job shadowing, presentations, and other interactions, show the students what your business is all about and the opportunities available to them.
- **Option Two:** Have a representative visit a school and make a presentation to students about your business. This may work best for those businesses where safety or other considerations make an on-site visit impractical.



Action Plan for Job Shadowing



Step 1: Get your management on board and commit to be involved!

- Obtain senior management endorsement and designate point person to set logistics, determine budget, and assemble material for participants
- Determine possible dates and size of group your business can accommodate
- Recruit volunteers

Step 2: Contact the job shadowing coordinator in your county. A complete list of contacts is available at studentsatwork.ncbce.org

- The coordinator will help you determine which school is most appropriate for you to work with
- Work with school contact to identify the goals and objectives for your job shadowing program
- The school selects students and educators for participation
- Business discusses with school how many students may participate
- The school provides transportation and obtains necessary release forms.

*** Budget constraints for the school systems may determine whether the schools can afford the necessary transportation for students. This could mean the difference between whether students are able to take part in job shadowing programs or whether on-site school visits will be necessary to accommodate groups of students. If your business would like to offer to pay the costs necessary to operate a bus to transport students to your site, please let your county and school coordinator know as soon in the planning process as possible. The average cost of running one activity bus 60 miles roundtrip is approximately \$140. The average cost of running one yellow school bus 60 miles roundtrip is approximately \$230. Again, these are approximate costs and may vary according to school district.

- The school will make sure all media release forms are signed for participating students.
- The business communicates expectations for dress and behavior to school leadership.
- Optional, but highly recommended: The business provides school contact with a letter/informational sheet for participating students and/or their parents offering a brief summary of the business and what the students will be doing and are expected to learn during their visit



Action Plan Continued...



Step 3: Business sets agenda. Sample schedule:

- CEO/President/Senior Executives welcome and address group giving overview of business product/purpose and emphasizing academic expectations
- One-to-one job shadowing (2-4 hours) should be gender matched. Students and educators should experience a true day in the life of the workplace
- Lunch (if possible) – with presentation by appropriate business leader, re-iterating need for education and helping to make connections between academics and future success. Allow time for questions and answers.
- Tour of workplace



Step 4: Develop message for students. This will guide your employees during their interaction with students.

- Set expectations of the workplace, including the importance of education, language, dress, personal responsibility, and the knowledge and skills necessary to thrive in today's work environment
- Connect academic coursework to various positions within the business (see Toolkit pages 5-6 for further suggestions on how to do this)
- Be prepared to become a life-long learner

Step 5: Provide feedback. Contact the First Gentleman at Robert.eaves@nc.gov and let him know about your experience. Fill out student participation tracking report (template provided below) and return to Robyn Mooring at RKMproductions@nc.rr.com.



Student Participation Tracking Report Template

State Employees' Credit Union: 2011 Students at Work Project						
Branch Name	Branch Number	School Name	Presentation Date	Presentation Type	Number Students	Message Comment
Total Number of Students					0	

Courtesy: State Employees' Credit Union

Things to Keep in Mind Based on Feedback From Previous Participants



Job Shadowing Programs:

- The students enjoy seeing first-hand the skills needed to perform certain jobs.
- Make connections between what the students are seeing and what they are learning about in school (see Toolkit pages 5-6 for further suggestions on how to do this).
- Make sure all employees who may come in contact with the students are aware of the job shadowing activities and are prepared for student questions.
- Keep any presentations to a maximum of 20 minutes.
- Make sure students are actively engaged during all aspects of their visit.
- If you can only accommodate a small group at a time, please consider hosting job shadowing programs for several days during Students@Work Week.
- If you have multiple locations across the state, please consider hosting job shadowing programs at as many of the locations as possible.



School Visits:

- Be creative! Find a way to incorporate visual and interactive components into your presentations (video, powerpoint presentations, slideshows, etc. are good ways to demonstrate what is going on in your workplace).
- Change activities after a maximum of 20 minutes (preferably 10-15 minutes).
- Keep presentations lively and energetic.
- Make connections between the various jobs at your business and what the students are learning about in school (see Toolkit pages 5-6 for further suggestions on how to do this).
- Encourage students to ask questions.
- Communicate with school contact ahead of time about what you are planning to do and what types of equipment you may need.
- Have fun! Your enthusiasm will help to transport the students from the classroom into the world of work.



How to Help Students Connect What They are Learning in the Classroom with the Workplace



Basic Skills: *

- Reading comprehension - How well you understand written sentences and paragraphs
- Active listening - How well you listen and understand what people are saying
- Writing - How well you communicate with others in writing
- Speaking - How well you can talk to others to tell them information
- Mathematics - How well you use numbers to solve problems
- Science - How well you use science to solve problems
- Critical thinking - How well you analyze the strengths and weaknesses of different approaches
- Active learning - How well you find ways to understand new information
- Learning strategies - How well you use different ways to teach or learn things
- Monitoring - How well you determine how well something is being done or learned



General Workplace Skills: *

Social skills:

- Social perceptiveness - Being aware of and understanding other people's feelings
- Coordination - Adjusting your actions when you see how others are reacting
- Persuasion - Convincing others to approach things differently
- Negotiation - Bringing people together to sort out differences
- Instructing - Teaching others how to do something
- Service orientation - Actively looking for ways to help people



How to Help Students Connect What They are Learning in the Classroom with the Workplace Continued...

General Workplace Skills Continued: *

Complex Problem Solving Skills:

- Complex problem solving - Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

Technical Skills:

- Operations analysis - Analyzing needs and product requirements to create a design
- Technology design - Creating or adapting equipment or technology to serve the needs of the people using it
- Equipment selection - Choosing the kind of tools and equipment needed to do a task
- Installation - Installing equipment, machines, wiring or programs correctly
- Programming - Writing computer programs
- Operation monitoring - Watching gauges, dials or other indicators to see if a machine is working properly
- Operation and control - Controlling the operations of equipment or systems
- Equipment maintenance - Performing routine maintenance and determining if maintenance is needed
- Troubleshooting - Figuring out what is causing an operating error and deciding what to do about it
- Repairing - Fixing machines or systems
- Quality control analysis - Conducting tests and inspections of products, services, or processes to evaluate quality or performance.

Resource Management Skills:

- Time management - Using your time in the most productive way
- Management of material resources - Managing the proper use of equipment, facilities and materials needed to do a job
- Management of personnel resources - Finding the best people to do a job, and motivating, developing and directing those people as they work