












Students@WorkSM Business Toolkit

On behalf of the NC Department of Public Instruction and the North Carolina Business Committee for Education (NCBCE), thank you for your participation in the 2016 Students@WorkSM initiative. This toolkit is intended to be used as a guide as you plan how your business will take part in this important program. Creativity is encouraged and welcome.





The toolkit includes:

-  Ways to participate
-  An action plan for job shadowing and in-school visits
-  Business program models
-  Program deadline overview
-  Student participation tracking template
-  Business feedback questionnaire
-  Suggestions based on feedback from previous participants
-  How to help students connect what they are learning in the classroom with the workplace
-  Pre-visit business information template for students



Two ways to participate in Students@WorkSM

-  **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. This could be for a full school day, half of a day or a couple of hours.
-  **Option Two:** Have a representative visit a school and make a presentation to students about your company and your industry. 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 a point person to set logistics, determine budget, and assemble materials for participants.
- Determine possible dates and size of group your business can accommodate.
- Recruit volunteers.

Step 2: Contact the county coordinator in your area to begin planning process with school. A complete list of contacts is available at studentsatwork.ncbce.org.

- The coordinator will help determine which school is most appropriate for your business to work with and will give you contact information for the school.
- Let the school know whether you can host a job shadowing program or participate in an on-site visit and how large a group your business can accommodate.
- Work with school contact to identify the goals and objectives for your 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 bus 60 miles roundtrip is approximately \$150. Again, this is an approximate cost and may vary according to school district.

- The school will make sure all media release forms are signed for participating students.
- Communicate expectations to school leadership for student dress and behavior during their visit to your business.



Action Plan Continued...



Step 3: Business sets agenda. Sample schedule for job shadowing program:

- CEO/President/Senior Executives welcome and address group giving overview of business product/industry and emphasizing academic expectations of employees.
- Job shadowing (2-4 hours) can be done in groups or on a one-to-one basis. One-to-one job shadowing should be gender matched. Students and educators should experience a true day in the life of the workplace as much as possible.
- 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.



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

- Overall message should focus on importance of a high school degree.
- Set expectations of the workplace, including the knowledge and skills necessary to thrive in today's work environment, as well as language, dress and the concept of personal responsibility.
- Connect academic coursework to various positions within the business (see Toolkit pages 10-11 for further suggestions on how to do this).



Step 5: Two weeks before program takes place - Provide school contact with a letter/informational sheet for participating teachers and students offering a brief summary of who your company is and what the students will be doing and are expected to learn during their visit.

Step 6: Provide feedback. Provide information indicated in student participation tracking report (template provided below), as well as business feedback questionnaire (see toolkit page 8) and return both to Robyn Mooring at RKMproductions@nc.rr.com. Also send photos and any student or teacher feedback you receive as well.



Business Program Models

State Employees' Credit Union (SECU) Students@WorkSM Week Approach

The key to SECU's success with Students@WorkSM is our network of branches all across the state and the relationships they have established with teachers. When contacting teachers to discuss their participation in Students@Work, we offer to have them come to the branch for a tour and discussion with employees about their job responsibilities, or we go to their classroom to give presentations and even add a financial literacy activity.



The Biltmore Company, Mission Health and Duke Energy's Students@Work Week Approach

These NCBCCE members partner with approximately 30 other businesses in the Asheville area to coordinate programs that take place each day of Students@WorkSM Week. They serve approximately 800 students from local schools by offering "industry spotlights" that tie to areas identified in the Chamber of Commerce's plan for job creation. Each day focuses on local businesses associated with one area of industry, such as advanced manufacturing; science and technology; arts and culture; health care and hospitality. The program format for each visit includes a 30-60 minute on-site visit for students with a tour of a business plus an activity appropriate to that employer. If you would like more information about how the week is structured, contact Robyn Mooring at 919-302-0259 or at RKMproductions@nc.rr.com.

PSNC 2015 Students@WorkSM Week Agenda

8:30am – 8:45am	Students Arrive Bus drop-off at auditorium	McKinney Auditorium
8:45am – 9:05am	Welcome Logistics PSNC Overview	McKinney Auditorium
9:05am – 9:20am	811 Plus Video Scratch and Sniff Cards	McKinney Auditorium
9:20am – 9:35am	Pipe Fusing Demo	McKinney Auditorium
9:35am – 9:50am	Environment/CNG Vehicles	McKinney Auditorium/Outside (weather permitting)
9:50am – 10:10am	Meter Shop Intro and Walkthrough	Meter Shop
10:10am – 10:30am	Fire Pit Demo (weather permitting)	Fire Pit
10:30am	Goody Bags Distributed Students Depart Bus at Fire Pit for Pickup	



Business Program Models Continued...



EMC/Duke Energy Joint Students@WorkSM Week Program Agenda

TIME			
8:30-9:00	Buses Arrive Meet/Greet Separate Groups in EBC Center Sign-in/Nametags		
9:00-9:15	Neal Middle EMC Tours Begin Lowe's Grove Duke Energy Presentation Begin	<u>Green Group</u> Group 1 <u>RAID</u> <u>Grandfather CR</u> <u>Orange Group</u> Group 2 <u>Fly Wheel</u> <u>Blue Group</u> Group 3 <u>Energizing Storage</u>	<u>Student Activities 9am-11am</u> -Introduction -Moving at the Speed of Light video, career slides (inside) -Engineer discussion and interactive activity
9:15-9:30	EMC Tour Switch Stations	<u>Green Group</u> Group 2 <u>RAID</u> <u>Grandfather CR</u> <u>Orange Group</u> Group 3 <u>Fly Wheel</u> <u>Blue Group</u> Group 1 <u>Energizing Storage</u>	<u>Student Activities 9am-11am</u> -Move students to stations (outside parking) -Power delivery truck station – Line Techs
9:30-9:45	EMC Tour Switch Stations	<u>Green Group</u> Group 3 <u>RAID</u> <u>Grandfather CR</u> <u>Orange Group</u> Group 1 <u>Fly Wheel</u> <u>Blue Group</u> Group 2 <u>Energizing Storage</u>	<u>Student Activities 9am-11am</u> Plug-in Electric Vehicles
9:45-10:00	All Groups meet in EBC to swap School Tours Neal – Duke Energy Lowe's Grove - EMC		



Business Program Models Continued...



EMC/Duke Energy Joint Students@WorkSM Week Program Agenda Continued...

TIME	AGENDA	EMC TOURS	DUKE ENERGY
10:00-10:15	Lowes Grove Middle EMC Tours Begin Neal Middle Duke Energy Presentation Begin	<u>Green Group</u> Group 1 RAID <u>Grandfather CR</u> <u>Orange Group</u> Group 2 Fly Wheel <u>Blue Group</u> Group 3 Energizing Storage	Student Activities 9am-11am -Introduction - Moving at the Speed of Light video, career slides (inside) -Engineer discussion and interactive activity
10:15-10:30	EMC Tour Switch Stations	<u>Green Group</u> Group 2 RAID <u>Grandfather CR</u> <u>Orange Group</u> Group 3 Fly Wheel <u>Blue Group</u> Group 1 Energizing Storage	Student Activities -Move students to stations (outside parking lot) -Power delivery truck station – Line Techs
10:30-10:45	EMC Tour Switch Stations	<u>Green Group</u> Group 3 RAID <u>Grandfather CR</u> <u>Orange Group</u> Group 1 Fly Wheel <u>Blue Group</u> Group 2 Energizing Storage	Student Activities Plug-in Electric Vehicles
10:45-11:00	All Groups Meet in EBC for Bathroom Break		
11:00-11:45	Both Schools /Reps and Guides all report to EBC Center for lunch and Speakers		Hilda Pinnix-Ragland, VP, Corporate Public Affairs
11:45-12:45			Radio Disney Activity
12:45	Buses Depart		

Students@WorkSM Business Deadlines



Friday, November 13, 2015 – Make sure you have reviewed all materials included in your Students@WorkSM “Business Commitment Kit” and contacted the appropriate school system coordinator (found on www.ncbce.org) to let them know your business will be participating in the program. The school system coordinator will help you identify the school(s) with which you will be partnering.

Friday, December 4, 2015 – Make sure you have contacted individual school(s) about participating and how you are considering structuring your program. Begin planning your program with the school contact.

Friday, December 18, 2015 – Let Robyn know which school you are partnering with for your Students@WorkSM program.

Friday, January 15, 2016 – In coordination with the individual school contacts, your program details should be finalized.

Friday, January 22, 2016 – Let Robyn Mooring (RKMproductions@nc.rr.com) know how your business is participating. This includes which school(s) are involved, whether it’s an in-school or job shadowing program, how many students are involved and a general description of how the program will be structured and details of what the students will be learning.

Monday, February 8, 2016 – Send pre-visit information about your business (see Toolkit page 12) to your partnering school contact.

Monday, February 15, 2016– Robyn will send publicity material templates to you for your use in promoting your program.

Monday, February 29, 2016 – One week before your program takes place, check in with school partners to make sure they have reviewed your pre-visit information with participating students or that they plan to before the students participate in your program.

March 14-18, 2016 – Students@WorkSM Week

Friday, March 25, 2016 –Post-program surveys (see Toolkit page 8) should be completed and returned to Robyn Mooring (RKMproductions@nc.rr.com) along with any photos you may have taken during your program.

Student Participation Tracking Report Template

	Office Location	School Name	Presentation Date	Job Shadowing or In-Class Visit	Number Students	Message Comment
Total Number of Students						

Participating Business Feedback:

Please take a moment to answer the following questions after your Students@WorkSM program has been completed to help shape the initiative in the future.



- Name of business.
- Type of industry your business is associated with.
- How many years has your business participated in Students@WorkSM?
- How many employees of your corporation took part in Students@WorkSM this year?
- How many hours did you and your colleagues spend on the planning process?
- How long (hours/minutes) did you and/or your colleagues participate on the day of Students@WorkSM?
- How many students were at your site for this initiative? (If multiple locations/offices of your company hosted students, or if your employees visited multiple schools, please include student numbers for each location. See tracking report template on page 7 of the Students@WorkSM Toolkit and in the “Business Commitment Kit.”)
- Please give feedback on how you feel your program went – both things that went well and areas of improvement for the future.
- Do you believe the students were appropriately prepared with the background information about your business and industry that you provided to the school coordinator before your program took place?
- Please give feedback on how the program was managed overall by NCBCE –



Please send this feedback and any photos that might have been taken of your program to Robyn Mooring at RKMproductions@nc.rr.com.

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 6-7 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, then move on to another activity.
- Make sure students are actively engaged during all aspects of their visit. Hands-on activities are highly encouraged.
- If you can only accommodate a small group at a time, please consider hosting job shadowing programs for several days during Students@WorkSM 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 what the students are seeing and what they are learning about in school (see Toolkit pages 6-7 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
- Punctuality - Arriving to work on time
- Teamwork - Understanding what working with a team really means
- Respect - Respecting fellow employees



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

* Information courtesy of College Foundation of North Carolina, CFNC.org

Students@WorkSM Pre-Visit Business Information Template



Please use the following information to guide your development of a pre-program document that will allow students to be well prepared for their visit to your business or for your in-class presentation. Please feel free to organize as is appropriate for your business and to provide any other background information that would enhance the students' experience. This document should be shared with your school contact by Monday, February 15 (or one month before your program) so they will have time to review the materials and incorporate the information into their curriculum before your Students@WorkSM program takes place. Please check in with your school contact two weeks before your program takes place to make sure this information has been reviewed with the students or will be reviewed with the students before they participate

- Name of Business:
- General Description of What Business Does:
- Industry Your Business Belongs To:
- Description of Industry:
- How Many Employees Does Your Business Have?
- Is This Considered to be a Small, Medium or Large-Sized Business Within Your Industry?
- What Are Some of the Things Your Business Does, Services it Provides or Products it Produces That Would Connect With Middle School Students?
- What Are Some of the Things Students Will Get To Do and/or Learn About During Their Visit to Your Business or During Your In-Class Presentation?
- What Can Students Do To Prepare For Their Visit to Your Business or For Your In-Class Presentation?
- What Can Teachers Do To Prepare Students For Their Visit to Your Business or For Your In-Class Presentation?
- Please Offer Any Additional Information You Would Like Students to Know About Your Business That Would Enhance Their Experience With Your Students@WorkSM Program.

