

CALIFORNIA COMMUNITY COLLEGES

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# Work-Based Learning Resource Center

## WBL Toolkit

FIRST EDITION, SEPTEMBER 2018

Adapted from materials developed by New Ways to Work, Inc. © 2018  
The WBL Resource Center was created by New Ways to Work on behalf of the LAOC Regional Consortium, Los Angeles Economic Development Corporation, the Los Angeles Area Chamber of Commerce, Goodwill Southern California and Bixel Exchange.

This first edition of the Los Angeles/Orange County Regional Consortium Work-Based Learning Resource Center was created by New Ways to Work. The tools and materials in the resource center draw heavily on Work-Based Learning Toolkits created by New Ways to Work for the State of California, the Kansas City, Kansas Public Schools, Earn & Learn East Bay, the New York City Departments of Education and Youth and Community Development and NYS P-TECH. Additional tools and materials were contributed by NAF and LAOCRC's Industry Intermediary Partners.

## New Ways to Work

New Ways to Work is a consulting, technical assistance, and training organization that helps communities build comprehensive local youth-serving systems, develop new programs and improve practice in the organizations that serve young people. New Ways helps create powerful partnerships among government, education, the community, philanthropy and the private sector to provide young people with the opportunities and support they need to prepare for success in career and life, while helping build the future workforce. New Ways has supported the development of work-based learning and employer engagement systems and strategies across the nation since the 1990s.

## Los Angeles/Orange County Regional Consortium

The Los Angeles/Orange County Regional Consortium (LAOCRC) consists of 28 community colleges. It serves as a regional framework to communicate, coordinate, collaborate, promote and plan a career and technical education and workforce and economic development system in the Los Angeles/Orange County Region.

## Industry Intermediary Partners

The [Los Angeles Area Chamber of Commerce](#) champions economic prosperity and quality of life for the Los Angeles region by being the voice of business, promoting collaboration and helping members grow.

The [Los Angeles County Economic Development Corporation \(LAEDC\)](#) was founded in 1981 as a nonprofit, public-benefit organization to harness the power of private sector in collaboration with L.A. County, to guide economic development and create more widely shared prosperity. LAEDC collaborates with all stakeholders in the region including education, business, and government.

Transforming lives through the power of work, [Goodwill Southern California \(GSC\)](#) serves individuals with disabilities or other vocational challenges by providing education, training, work experience and job placement services. Each year, GSC prepares and places thousands of individuals into sustainable employment through programs and services offered at GSC campuses, Career Resource Centers, WorkSource Centers, Deaf, Youth and Veteran Employment Programs throughout Los Angeles (north of Rosecrans Ave.), Riverside and San Bernardino counties.

[Bixel Exchange](#) serves a critical role as the business intermediary, connecting L.A.'s top tech employers to diverse, under-represented high school and community college students that are seeking access and exposure to technology careers. Its mission is simple: Bixel Exchange helps create tech career pathways for underrepresented youth with the goal of creating a more prosperous and inclusive Los Angeles.

The LAOCD Work-Based Learning Resource Center  
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## About the Work-Based Learning Resource Center

The Los Angeles/Orange County Regional Consortium (LAOCRC) Work-Based Learning Resource Center was developed to assist community college leadership, project coordinators working with the LAOCRC intermediary partners, college faculty and their employer partners in designing, implementing and supporting quality work-based learning (WBL) activities for community college students engaged in career pathway programs in the Los Angeles/Orange County region.

### Why Work-Based Learning?

In today's world, community colleges play a leading and vital role in preparing students to enter a rapidly changing employment landscape. Calibrated training and specialized skills are particularly needed for students to succeed in the Los Angeles/Orange County region's highly competitive, knowledge-driven industries.

To meet this challenge, the LAOC Regional Consortium, the Los Angeles Economic Development Corporation, the Los Angeles Area Chamber of Commerce, Goodwill Southern California and Bixel Exchange have partnered to ramp up workforce training for students from underrepresented backgrounds in sectors with a bright future.

This effort aims to systematically create more work-based learning opportunities for students by engaging and inspiring employers and educators to invest in training our next generation of workers. This is especially crucial in a region that has become a major hub for emerging industries and new work models that are fueling future job growth.

The LAOC Regional Consortium approach in supporting students in career-related programs of study is the deliberate focus on the three facets of student achievement needed for success in the labor force: the acquisition of 1) academic, 2) technical, and 3) core employability skills. Regardless of industry, employers consistently underscore that students must have experience and mastery in all three areas, with a growing priority on the development of work-ready competencies. Alongside efforts to enhance the rigor and effectiveness of classroom instruction, new approaches are required to deliver authentic workplace experiences such as Guest Speakers, Career Days, Career Mentoring, Workplace Tours, Informational Interviews, Job Shadowing, Mock Interviews, Workplace Challenges, Internships, Work Experiences and Apprenticeship in partnership with employers. This resource center been developed to help community colleges and their intermediary and employer partners deliver educationally rich and authentic experiences for students across the career development continuum.

**This resource center** was developed by New Ways to Work, Inc. on behalf of the LAOCRC and its intermediary partners. It includes materials and concepts adapted from toolkits developed for the State of California, Kansas City Kansas Public Schools, New York City Departments of Education and Youth and Community Development, New York State P-TECH and Earn & Learn East Bay.

The audience for this toolkit is intermediary partner staff, work-based learning coordinators and liaisons, teaching faculty and program staff responsible for designing and delivering work-based learning opportunities to students engaged in area colleges participating in the LAOCRC effort.

Participation in enhanced WBL activities will increase college and faculty awareness of the issues facing industry, and facilitate a robust and practical connection between the LAOCRC partner colleges and an expanded base of employer partners. Employers will be able to effectively engage with education and help support the development of their future workforce. Students will be aware of, have experience in and be prepared for the careers of the future.

## What's Inside the WBL Resource Center?

The toolkit is designed as a work-based learning implementation guide for the LAOCRC intermediaries, community colleges and their partners. It provides an overview of work-based learning, activity guides and support materials for each of twelve WBL activities, and a collection of program fact sheets and implementation support tools.

## Work-Based Learning Overview

Four documents provide a foundation for creating and implementing high-quality work-based learning activities for students. They include the following:

*Quality Work-Based Learning:* provides an introduction to the principles of Quality Work-Based Learning and lays the foundation for developing any work-based learning experience. It includes definitional standards for WBL and describes the benefits of participation for students, schools, employers and community.

*The Work-Based Learning Continuum:* provides a definition of the continuum of Career Awareness, Career Exploration and Career Preparation and the identification of the range of work-based learning activities across that continuum.

*Work-Based Learning Essential Elements:* describes the essential design elements to be applied to support and enhance the implementation and educational value of any WBL experience.

*Work Readiness Skills:* adopted from Earn & Learn East Bay's WBL Toolkit, identifies the skills to be taught and demonstrated through any WBL experience. Mastering these skills, combined with meeting the necessary academic and occupational skill requirements for a particular job, indicates that the student is ready for a successful transition to work.

## Work-Based Learning Activity Guides

The toolkit includes WBL activity implementation guides to help all partners design, structure and support learning-rich work-based learning activities for students. Each guide includes an activity fact sheet, plus checklists or tip sheets for coordinators, teachers, students and employer partners, as well as a fact sheet for employer decision-makers.

Activity Guides are provided for the following:

- ✓ Guest Speakers
- ✓ Career Days\*
- ✓ Career Mentoring\*
- ✓ Workplace Tours
- ✓ Immersive Workshops\*
- ✓ Informational Interviews\*
- ✓ Job Shadowing
- ✓ Mock Interviews\*
- ✓ Internships
- ✓ Work Experiences
- ✓ Workplace Challenges\*
- ✓ Apprenticeship

## Implementation Tools and Fact Sheets

A collection of universal WBL tools and Program Fact Sheets to support Work-Based Learning in the LAOCRC partner colleges.

\*Coming next edition.

# Work-Based Learning Overview

Quality Work-Based Learning

Work-Based Learning Continuum

Work-Based Learning Essential Elements

Work-Readiness Competencies



## Quality Work-Based Learning

### Introduction

This overview provides an introduction to the principles of Quality Work-Based Learning (WBL) and lays the foundation for developing any work-based learning experience. The WBL Quality Standards and the WBL Essential Elements presented in this toolkit serve as an easy reference of practices to pay attention to when creating high-quality, learning-rich experiences across the full continuum of work-based learning activities.



These experiences can have powerful impacts on students as they build their knowledge of potential careers, explore areas of interest and develop, practice and demonstrate new skills. They can also help provide relevance and help refocus attention and effort on academic and occupational learning in the classroom.

### What is Quality Work-Based Learning?

Activities that occur at a workplace, providing structured learning experiences for students through exposure to a range of occupations and career options, and classroom or community activities that incorporate employers as speakers, advisors, instructors or career mentors.

- ✓ Students learn by observing and/or actually doing real work.
- ✓ Learning in the workplace or from industry professionals supports academic learning and promotes the development of broad transferable skills.

### Why Work-Based Learning?

High-quality Work-Based Learning provides opportunities for the acquisition of three key skill sets—academic, technical and workplace professional skills—among students engaged in career-related programs or course of study in the Los Angeles/Orange County Regional Consortium colleges. Regardless of industry, employers consistently underscore that new workers must have experience and mastery in all three skill areas, with a growing priority on the development of core employability skills. To support students in developing these skills, authentic workplace experiences are important when combined with academic study, classroom training and other college and career-readiness activities. Guest Speakers, Career Days, Career Mentoring, Workplace Tours, Immersive Workshops, Informational Interviews, Job Shadowing, Mock Interviews, Workplace Challenges, Internships, Work Experiences and Apprenticeships provide real-world context and the opportunity to learn about the workplace and prepare for the future. Providing authentic workplace experiences and bringing employers into the classroom as part of the career development process can create powerful learning experiences and deepen the educational experience for students.

Work-Based Learning activities engage the employer as both a customer and a partner, providing developmental experiences for students in the workplace while helping build the future workforce. These experiences augment college-based classroom activities, offer the opportunity to learn about potential careers and to practice and demonstrate professional and defined work-readiness skills.

The LAOCRC WBL Resource Center has been developed to address the need to provide a range of high-quality opportunities to students in Los Angeles and Orange County, and to help area colleges, workforce intermediaries and their employer and community partners

deliver educationally rich and authentic work-based learning experiences to students.

### Benefits for Students

Through work-based learning activities, students build awareness of potential careers in a particular industry, explore options and start preparing for their future. Work-Based Learning provides opportunities for hands-on learning and the development of relationships with professional adult role models. Students acquire experience and build core employability and occupational skills while learning about the training or education required to succeed in specific careers. They are better able to understand real-world applications of academics and occupational training, and can answer the question, “Why do I need to learn this?”

By integrating a range of workplace exposures and experiences with college-level classroom-based activities and guidance over time, students will often set their sights higher than an immediate job, and are likely to remain committed to their education through completion of their personal and career-related goals.

### Benefits for Employers

Participation in Work-Based Learning offers an effective and appropriate vehicle for employers to help build and retain their future workforce. Employers report increasing mismatch between the skills required for entry into their industry and those of the emerging workforce. By opening their place of business to students and providing high-value work-based learning opportunities, employers can benefit from productive student work or gain a new perspective on an issue or problem. Employers can observe potential future employees in a “long-term interview” context and participate in shaping their future workforce. Students also provide access to a customer resource and point of view.

An employer’s existing workforce benefits from more productive and engaged employees and from the opportunity to offer leadership and supervisory skills development opportunities to its current workers. Participation provides an opportunity for companies to support the local talent pipeline and help develop a highly skilled and productive future workforce. It builds awareness in the community of the employer’s role in the local economy and offers a public relations benefit.

### Benefits for Partner Colleges

Work-Based Learning extends the classroom to the workplace and brings employer volunteers onto the campus and into the classroom. It helps build awareness of the industry-identified skills to incorporate in the classroom curriculum among faculty and validates curriculum instructional models. It provides touchstones in authentic workplaces to help make classroom learning relevant and helps community colleges strengthen relationships with the community. WBL also provides opportunities for networking and relationship-building to promote future collaboration with employer partners.

### Benefits for the Community

Work-based learning activities connect the community to colleges and local economic development efforts, promote civic engagement and help address community priorities and issues. Students complete community projects and are visible as productive and contributing community members of society. WBL also helps grow a more productive and committed workforce, and demonstrates a commitment from our community colleges and employers to provide employment opportunities for local citizens.

## Work-Based Learning Quality Standards

### Quality Work-Based Learning is ...

- ✓ Designed to promote enhanced learning, skill development and workplace awareness
- ✓ Structured to be effective, safe, legal and measurable
- ✓ Supported by appropriate planning, tailored training and efficient processes
- ✓ Connected to classroom learning, individual career development plans and sequenced education, training and workplace activities

### Quality Work-Based Learning is designed to promote enhanced learning, skill development and workplace awareness.

Work-Based Learning supports and enhances classroom instruction by providing a context for learning. It provides unique opportunities to practice and demonstrate new skills, and assists in the development of workplace awareness. It helps build the skills required for specific occupations by exposing students to the multiple career options available at a workplace. Work-Based Learning engages students in their own learning and provides multiple opportunities for reflection on the experience, both verbally and in writing.

### Quality Work-Based Learning is structured to be effective, safe, legal, and measurable.

Work-Based Learning provides authentic and relevant learning and doing experiences that are safe, legal and in compliance with state, federal and local regulations. Learning objectives are met and measured through regular assessment and continuous improvement activities. Systems are in place to support faculty and program staff in designing and implementing quality WBL experiences and to make it easy for employer and community partners to participate.

### Quality Work-Based Learning is supported by appropriate planning, tailored training and efficient processes.

Work-Based Learning initiatives have defined services and procedures to manage expectations and foster communication among all partners. Students are served through individualized work-based learning plans defined for each experience and are sufficiently prepared and supported throughout the experience. Part of this preparation is providing appropriate safety and health training for students and helping them understand their rights and responsibilities as employees. Employers and community partners receive support and appropriate training to enable their participation, and program staff are trained in how to design and deliver high-quality experiences.

### Quality Work-Based Learning is connected to classroom learning, individual career development plans and sequenced education, training and workplace activities.

Work-Based Learning supports a community-wide vision and collective expectations for both academic and occupational learning. Experiences are designed to directly support academic and occupational learning, build core employability skills and provide a planned sequence of experiences that links academic concepts to real-world application. Students are guided and supported by an individualized career development plan, where work-based learning activities are sequenced and connected to the student's next step.

Adapted from "Creating Quality Work-Based Learning", New Ways to Work - 2002, 2010, 2016, 2018



## The Work-Based Learning Continuum

The Los Angeles/Orange County Regional Consortium has defined a sequenced continuum of work-based learning activities and experiences for all students that address the need for an array of Career Awareness, Career Exploration and Career Preparation activities to help better prepare the workforce of the future. This is accomplished through a series of work-based classroom activities, workplace exposures and community experiences over time. Classroom activities support and provide opportunities to reflect what's learned in the workplace and community, and workplace experiences support the classroom curriculum. In addition, students are supported by and provided role models and guidance from adults in the classroom and in the workplace. Students are provided experiences that are commensurate with their knowledge, skills and abilities, and designed to support the acquisition of knowledge and skills.

All students are provided with a full range of opportunities throughout their engagement in career-related programs of study with the opportunity to participate in authentic work-based learning experiences at each level of the WBL continuum. Employers and community partners provide WBL opportunities that make sense for their organization, work for the business, and provide direct benefits to all partners.

The following are the three levels of the work-based learning continuum.

### CAREER AWARENESS

Activities designed to promote awareness of careers, workplace norms and employer expectations, as well as personal interests and aptitudes.

- Guest Speakers
- Career Days
- Career Mentoring
- Workplace Tours

*"I understand what's out there and am discovering the kinds of things I might want to do."*

### CAREER EXPLORATION

Activities designed to promote a deeper understanding of potential careers, and to provide opportunities for an investigation of a particular industry, career or occupation of interest.

- Immersive Projects
- Industry-led Projects
- Informational Interviews
- Job Shadowing

*"I'm interested in this field and am beginning to understand what it's all about and what I need to do to pursue a career in the industry."*

### CAREER PREPARATION

Activities designed to provide an in-depth discovery of a particular career and the development of the skills and understanding of the education or training needed in a particular industry or occupation.

- Mock Interviews
- Workplace Challenges
- Internships
- Work Experience/Co-Op
- Pre-Apprenticeship
- Apprenticeship

*"I know the kinds of things I want to do and am getting the chance to learn new skills and practice applying those skills"*

## Work-Based Learning Continuum

Students engaged in career-related programs or courses of study in Los Angeles/Orange County Regional Consortium colleges are provided a range of opportunities across the work-based learning continuum through industry-focused intermediary partners and through partnerships with employers and community or governmental organizations.

### CAREER AWARENESS

Activities designed to promote awareness of careers, workplace norms and employer expectations, as well as personal interests and aptitudes.

Guest Speakers  
Career Days  
Career Mentoring  
Workplace Tours

### CAREER EXPLORATION

Activities designed to promote a deeper understanding of potential careers, and to provide opportunities for an investigation of a particular industry, career or occupation of interest.

Immersive Projects  
Industry-led projects  
Informational Interviews  
Job Shadowing

### CAREER PREPARATION

Activities designed to provide an in-depth discovery of a particular career and the development of the skills and understanding of the education or training needed in a particular industry or occupation.

Mock Interviews  
Workplace Challenges  
Internships  
Work Experience/Co-Op  
Pre-Apprenticeship  
Apprenticeship

## WBL Essential Elements

The Los Angeles/Orange County Regional Consortium partners have identified a set of essential elements to support the implementation of all work-based learning experiences. Coordinators, intermediary partners and community college team members can use these elements to help ensure that all activities are engaging, safe and learning rich.

1. **Conduct Effective Planning**
  - ✓ Set clear goals and expectations for all parties.
  - ✓ Ensure activity is developmentally appropriate (age, stage and grade).
2. **Prepare for Success**
  - ✓ Prepare students, teachers and employers.
  - ✓ Address logistics.
3. **Identify Student Learning Objectives**
  - ✓ Align to core employability skills.
  - ✓ Link to college-readiness skills and academic standards.
4. **Create Authentic and Engaging Experiences**
  - ✓ Support effective participation of employers.
  - ✓ Provide hands-on and project-based activities when possible.
5. **Connect to Careers**
  - ✓ Provide for exploration of or experience in a field of interest and exposure to a range of potential career options.
  - ✓ Provide exposure to authentic work-world experiences.
6. **Support Student Growth**
  - ✓ Connect to an individualized career or training plan.
  - ✓ Promote student interaction with adult professionals.
7. **Ensure Activities are Safe and Legal**
  - ✓ Address child labor laws, OSHA, Workers Compensation, and the Fair Labor Standards Act (including pay when required).
  - ✓ Reflect workplace norms, including safety and regulations.
8. **Provide Ongoing Support**
  - ✓ Provide orientations and support for all parties.
  - ✓ Ensure that Work-Based Learning is appropriately staffed.
9. **Provide for Reflection, Presentation and Feedback**
  - ✓ Support student self-assessment and presentation.
  - ✓ Provide opportunities for formal and informal feedback among all parties.
10. **Connect to the Student's Next Step**
  - ✓ Connect the experience to the classroom.
  - ✓ Intentionally sequence with future work-based learning experiences.
11. **Assess and Document the Experience**
  - ✓ Document student learning.
  - ✓ Assess activity effectiveness,



## Work-Readiness Competencies

The following work-readiness competencies are a defined set of the core professional skills and behavioral competencies necessary for successful transition into the workplace. The Los Angeles/Orange County Regional Consortium WBL Resource Center has identified these skills as benchmarks of demonstrated cognitive development, effective interpersonal and decision-making skills, and self-confidence in the work environment. Combined with the necessary academic and occupational skills, demonstration of these professional skills indicates readiness for work.

### Work-Readiness Competencies

1. Attendance
2. Timeliness
3. Workplace Appearance
4. Initiative and Self-Management
5. Quality of Work
6. Communication Skills
7. Response to Supervision
8. Collaboration and Teamwork
9. Comfort with Diversity
10. Critical Thinking and Problem Solving
11. Workplace Culture, Policy and Safety

### Work-Readiness Competencies with Indicators

#### Attendance

- ✓ Understands work expectations for attendance and adheres to them.
- ✓ Notifies supervisor in advance in case of absence.

#### Timeliness

- ✓ Understands work expectations for punctuality.
- ✓ Arrives on time, takes and returns from breaks on time.
- ✓ Informs supervisor prior to being late.

#### Workplace Appearance

- ✓ Dresses appropriately for position and duties.
- ✓ Wears safety gear when necessary.
- ✓ Practices personal hygiene appropriate for position and duties.

#### Initiative and Self-Management

- ✓ Takes initiative and participates fully in task or project.
- ✓ Initiates interaction with supervisor for next task upon completion of previous one.
- ✓ Identifies potential solutions or processes and proposes improvement strategies.

#### Quality of Work

- ✓ Gives best effort, evaluates own work, and utilizes feedback to improve work performance.
- ✓ Pays attention to detail and meets accepted quality standards.

#### Communication Skills

- ✓ Speaks and writes clearly and communicates effectively—verbally and in writing.
- ✓ Listens attentively and responds appropriately.
- ✓ Uses language appropriate to the work environment.
- ✓ Asks questions.

#### Response to Supervision

- ✓ Accepts direction, feedback, and constructive criticism with positive attitude and uses information to improve work performance.
- ✓ Completes tasks as asked.

### Collaboration and Teamwork

- ✓ Relates positively with co-workers.
- ✓ Works productively with individuals and with teams.
- ✓ Asks for and offers assistance

### Comfort with Diversity

- ✓ Respects diversity in race, gender, and culture.
- ✓ Avoids the use of language that stereotypes others.

### Critical Thinking and Problem Solving

- ✓ Exercises sound reasoning and analytical thinking.
- ✓ Uses knowledge and information from job to solve workplace problems.
- ✓ Gives best effort, evaluates own work, and utilizes feedback to improve work performance.
- ✓ Pays attention to detail and meets accepted quality standards.

### Workplace Culture, Policy and Safety

- ✓ Demonstrates understanding of workplace culture and policy.
- ✓ Complies with health and safety rules and reports emergencies.
- ✓ Exhibits work ethic, integrity, and honesty.

## Guest Speaker Activity Guide

Guest Speaker Fact Sheet  
Coordinator Checklist  
Student Checklist  
Faculty Tip Sheet  
Employer Tip Sheet  
Employer Fact Sheet

### Implementation Tools

Guest Speaker Research Activity  
Guest Speaker Student Reflection Worksheet



## Guest Speaker Fact Sheet

### Guest Speakers

Using guest speakers to support learning is a structured Career Awareness activity in which students listen to a presentation to learn about the speaker's career, business or organization and industry, and ask questions to help them consider whether they might like to pursue a career in the industry.

Designed to meet specific learning outcomes, guest speaker presentations are educationally rich, are tied to the curriculum, and help students connect what they're learning in school with the workplace. Presentations are usually conducted in the classroom, but in some cases, guest speakers may "visit" a classroom electronically via Skype or some other technology.

### Guest Speaker presentations are designed to ...

- ✓ Provide exposure to potential careers and jobs.
- ✓ Provide a realistic picture of the business, its role in the community and the career paths and occupations of its workforce.
- ✓ Help students make the connection between the classroom and the workplace.
- ✓ Inform career planning.

### Guest Speaker presentations are structured to ...

- ✓ Allow students to listen, receive information and ask questions.
- ✓ Enable students to begin identifying areas of career interest.
- ✓ Build knowledge about the education and training needed for a particular job, career path and entry into the industry.

### Guest Speaker presentations are supported by ...

- ✓ Classroom preparation, including research on the industry and participating businesses.
- ✓ Employer orientation and support.
- ✓ Opportunities to reflect upon the experience verbally and in writing.

### Guest Speaker presentations are connected to ...

- ✓ Individual career development/training plans.
- ✓ Future work-based learning activities.
- ✓ The student's next steps.

Guest speaker presentations are one activity in the continuum of authentic work-based experiences provided to all students engaged in career-related programs or course of study in the Los Angeles/Orange County Regional Consortium.

## Guest Speaker Support Materials

### Checklists, Tip Sheets and Fact Sheets ...

- ✓ Coordinator Guest Speaker Checklist
- ✓ Student Guest Speaker Checklist
- ✓ Faculty Guest Speaker Tip Sheet
- ✓ Employer Guest Speaker Tip Sheet
- ✓ Employer Guest Speaker Fact Sheet

### Implementation Tools ...

- ✓ Guest Speaker Research Activity
- ✓ Guest Speaker Student Reflection Worksheet

## Coordinator Guest Speaker Checklist

Quick tips for those charged with arranging and supporting work-based learning activities to ensure successful guest speaker programs.

### Before the Guest Speaker presentation ...

- ✓ Identify all interested faculty members and help them plan for their guest speaker presentations.
- ✓ Make sure the speakers are good matches for the classes. What classroom topics can the speaker support?
- ✓ Prepare faculty and encourage them to participate before, during and after the guest speaker presentation. Share the Faculty Tip Sheet.
- ✓ Have faculty help create learning objectives and work with students to prepare for the day and create questions they can ask.
- ✓ Share speaker bio with students, plus prompting questions.
- ✓ Provide employers an information packet about the class, including the format of the presentation.
- ✓ Confirm employer attendance and determine presentation needs. Let them know where to park, and share any visitor procedures they need to follow.
- ✓ Make sure the guest speakers are supported and prepared. Share questions to expect and encourage them to create an engaging and interactive presentation—using visuals and props if possible.
- ✓ Arrange for someone to meet the speaker when they arrive, and escort them to the classroom.

### Sample Guest Speaker Timeline

**Beginning of the school year:** Identify interested faculty members and appropriate speakers. Brainstorm business partners who could participate.

**Two months in advance:** Invite business partners to participate. Secure date, time and location.

**One month in advance:** Confirm participation of speakers. Have students research the industry or company.

**One week in advance:** Send speakers logistics for the day and questions to expect. Confirm any presentation needs.

**On day of presentation:** Ensure that guest speakers are welcomed and escorted to classroom.

**After day of presentation:** Send thank-you notes to all guest speakers and ensure student reflection activities take place.

### After the Guest Speaker presentation ...

- ✓ Document the guest speaker presentation. Review feedback from guest speakers and faculty and summarize results. Make recommendations for improvements.
- ✓ Help students think about any next steps they would like to take to further their career goals.
- ✓ Work with faculty to coordinate “go deeper” activities to connect the guest speaker presentation to the classroom.
- ✓ Send thank-you notes to guest speakers.
- ✓ Take pictures from the guest speaker presentations and provide them to the companies for their websites or newsletters. Ensure you have signed releases for all photos.
- ✓ Confirm guest speaker’s company social media policy. Ask speaker to send URLs to social pages so students can properly tag the speaker in a post.
- ✓ Publicize the guest speaker presentation and the businesses that participated by placing a story in the local newspaper or posting on the community college webpage.
- ✓ Consider other potential public relations benefits and opportunities.



## Student Guest Speaker Checklist

When guest speakers visit the classroom, you get a chance to learn about their careers and workplaces, which is a great way to figure out how interested you are in what they do.

You'll have the opportunity to ask questions, practice professional behavior and become more comfortable communicating with professionals.

### Before the Guest Speaker arrives ...

- ✓ Do some research on the company that the guest speaker works for or represents. Check out their website and learn as much as you can about the company, its history, what they do and how it impacts your community.
- ✓ Come up with some questions about the company or organization, the industry, career opportunities, and what kind of education and training is needed.
- ✓ Practice "active listening" and how you will make sure that you're getting everything out of the session that you can.

### During the presentation ...

- ✓ Be respectful. Make sure your phone is off, don't wear headphones, and don't interrupt.
- ✓ When it's time, ask one of your prepared questions or any others that occur to you. Pay attention to what you hear. Can you see yourself working at the speaker's company?
- ✓ Try to make connections between what you're hearing about and what you're learning in class.
- ✓ If possible, at the end of the presentation, ask for a business card or LinkedIn connection so you can follow up later. This may come in handy, even with employers who don't excite you now.

### After the presentation ...

- ✓ Reflect on the day. Talk to your classmates and faculty members about the presentation and whether you're interested in pursuing a career in that industry.
- ✓ Participate in classroom activities that help you think about the value of the presentation.
- ✓ Think about next steps in moving your career plans forward.
- ✓ Send a follow-up email thanking the employer for his or her time. If you're interested in working there or learning more, say so and ask for next steps.
- ✓ Fill out any evaluation forms. Be honest. That will help make future guest speaker presentations more meaningful experiences.
- ✓ Share your experience with your peers on social media. Perhaps a blog post about the event?

### Get Ready for the Speaker

#### Have you ...

- ✓ Researched the guest speaker's company?
- ✓ Crafted your questions?
- ✓ Considered the best way to make a good impression on the guest speaker when you connect after the presentation?
- ✓ Thought about how you'll share your experience on social media?



## Faculty Guest Speaker Tip Sheet

Note: If you're coordinating a guest speaker presentation, have a look at the Coordinator Guest Speaker Checklist.

### Guest Speaker presentations are designed to ...

- ✓ Provide exposure to potential careers and jobs.
- ✓ Provide a realistic picture of the business, its role in the community and the career paths and occupations of its workforce.
- ✓ Help students make the connection between the classroom and the workplace.
- ✓ Inform career planning.

### Before the Guest Speaker Presentation ...

- ✓ Review the Guest Speaker Fact Sheet and this tip sheet.
- ✓ Assess how the day can support classroom activities and help meet curriculum goals.
- ✓ Identify desired student learning objectives. Build excitement for the day and talk to students about what they can expect to learn.
- ✓ Have students research the speaker's company and the careers it offers and prepare at least three questions for the employer.
- ✓ Send information about the class and what students are studying to the speaker and provide background on the type of class they will be speaking to, the number of students, grade level(s), and career interests. Ask about any presentation needs.

### During the Guest Speaker Presentation ...

- ✓ Support the guest speaker in effective interactions with students.
- ✓ Encourage students to ask questions.
- ✓ Hand out materials that will aid the presentation: activity sheets, industry facts, company brochures, sample products, etc.
- ✓ Distribute and collect feedback forms from students and speakers.

### After the Guest Speaker Presentation ...

- ✓ Thank the guest speaker and together identify follow-up activities for the students.
- ✓ Provide individual and group reflection activities for students and help them make the connection between training topics and the workplace.
- ✓ Help students think about any next steps they would like to take to further their career goals.
- ✓ Have students write thank-you notes to the employer partners.
- ✓ Assess the impact and value of the guest speaker presentation with the coordinator and utilize employer, staff and student feedback to improve future guest speaker presentations.
- ✓ Document and archive information about the guest speaker presentation.

### Go Deeper

- ✓ Make the guest speaker presentation part of a project and have students prepare and deliver a presentation to others at your college about the company that visited.

### The Classroom Connection: Preparation and Reflection

#### Before the Presentation ...

Set students up for success by having them ...

- ✓ Research company and industry of visiting speaker.
- ✓ Discuss how the presentation can help them meet learning objectives.

#### After the Presentation ...

- ✓ Spark student reflection with an activity.
- ✓ Ask, "What new things did you learn about this job and industry?"
- ✓ See if they want to find out more or further explore careers in the speaker's industry.



## Employer Guest Speaker Tip Sheet

Thanks for agreeing to present as a guest speaker. As you think about how to best prepare for your presentation, keep the following success factors in mind.

### Before the presentation ...

- ✓ Provide faculty member with website link(s) about your company, industry and profession to help students prepare for your presentation.
- ✓ Build talking points that will engage the students. Find out what they're currently focused on in the classroom so you can link the presentation to the curriculum.
- ✓ Ask the coordinator or faculty member for presentation tips and to help you address any concerns you may have.
- ✓ Review where to park and enter the college. If you have special requirements for the presentation, such as a projector or computer set-up, let the coordinator know. If you're handing out materials, ask for an estimate of the number you'll need.
- ✓ Bring your business cards; the students may ask for them.
- ✓ If you're "visiting" the classroom electronically, via Skype or some other form of video conferencing, arrange for a test run prior to the presentation to work out any kinks.

### During the presentation ...

- ✓ Introduce yourself, your company and job title. Let the students know what to expect from your presentation.
- ✓ Try not to read from prepared notes and if you're using insider lingo, define those industry terms and acronyms.
- ✓ Use visual aids such as a product, tool or any materials from your company that will help the students understand what you do.
- ✓ Describe a typical day at your company and help students understand as much as they can about the culture of the workplace and the nature of the world of work.
- ✓ Share the educational and career path you took to your current position.
- ✓ Talk about how college subjects (such as math and language arts) and good habits (such as punctuality and consistent attendance) are important skills in the workplace.
- ✓ If possible, share mistakes you've made and how you have addressed problems.
- ✓ Make your presentation interactive, if you can, with role playing, mock projects, hands-on activities, etc. Ask questions of the students, making it a two-way dialogue.

### After the presentation ...

- ✓ Provide feedback to the coordinator to improve future guest speaker presentations.
- ✓ Consider how you might use this presentation to promote your company's visibility in the community.

### Go deeper

- ✓ Talk to the coordinator about being a classroom speaker or guest trainer, helping with curriculum, or hosting students for Job Shadows, Jobs or Internships.

#### Suggested Talking Points:

- ✓ Describe your career journey.
- ✓ Talk about obstacles you overcame.
- ✓ Discuss need for perseverance, hard work and getting along well with others.
- ✓ Manage expectations about the world of work.

#### Tips to Share:

- ✓ Avoid job hopping.
- ✓ Build your network (talk about how to do that).
- ✓ Be a continuous learner and stay abreast of industry changes.



## Employer Guest Speaker Fact Sheet

When guest speakers visit a classroom, students listen to a presentation to learn about the speaker’s career, business and industry, and ask questions to help them consider whether they might like to pursue a career path in the industry.

Designed to meet specific learning objectives, guest speaker presentations are linked to the curriculum and help students connect what they’re learning in the classroom with the workplace. Presentations are usually conducted in the classroom, but in some cases, guest speakers may “visit” a classroom electronically via Skype or some other technology.

**Program Level:** All.

**Employer/Student Ratio:** 1 employer to 40-100 students.

**Duration:** Usually 1 hour

**Frequency:** One time

**Location:** College/Classroom

### Why are guest speaker presentations important for students?

- ✓ Exposes students to potential careers and jobs and helps build occupational knowledge.
- ✓ Illustrates the education and training needed for entry into certain industries.
- ✓ Provides a context for learning and fosters an understanding of how academic concepts are applied in a real-world setting.
- ✓ Lets students know about your company’s processes and products/services, and the role your business plays in the community.

### What are the benefits to my company?

- ✓ Exposes potential future workers to job opportunities and careers with your company, as well as the required skills and education to be successful in your industry.
- ✓ Introduces students to one or more of your employees.
- ✓ Helps your employees understand how to communicate with the next generation of workers.
- ✓ Provides an efficient way to introduce and engage multiple employees with your commitment to education and connect your company with the community.

### What do I need to do next?

- ✓ Determine who will coordinate the guest speaker presentation for your company and have them connect with the work-based learning coordinator to address scheduling, planning and logistics.
- ✓ Arrange for a presentation to those employees who will participate as guest speakers.
- ✓ Distribute the Employer Guest Speaker Tip Sheet to interested employees.
- ✓ Consider any impacts on company policy.

### Resources

- ✓ Review the Employer Participation Options Fact Sheet to learn more about how to get the most out of your partnership with the Los Angeles/Orange County Regional Consortium.



## Guest Speaker Research Activity

Complete the following research assignment as part of your preparation for the upcoming guest speaker. This research will be the basis for in-class discussion and presentations prior to the day.

Student name:
Guest speaker's company:
Company's web address:
Company's physical address:
Company's mission statement:
What is the company's primary business?
What departments exist within the company?
What companies do you think are in competition with the guest speaker's company?
After researching the company, what are some questions that you will ask the guest speaker?
Based on your research, what do you think you will like most about the guest speaker's presentation?
Based on your research, what is your biggest concern about the guest speaker's presentation?
If you could come away from the guest speaker presentation having learned one thing, what would that be?
Anything else you learned while doing your research that you'd like to share with a faculty member or the class?

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## Guest Speaker Student Reflection Worksheet

Now that the guest speaker presentation is over, take some time reflect on what you learned and how the experience might inform your college and career plans in the future.

Student Name:

College:

Guest Speaker Company:

Date of Presentation:

What aspects of the guest speaker presentation were interesting? Which were not? Why?

What did you like about the guest speaker presentation? What would you change?

Would you consider a career in the guest speaker's field? Why or why not?

What was the most memorable aspect of the guest speaker experience? Why?

What did you learn about the guest speaker's company and its employees? Please explain.

What knowledge and skills are you learning in college that are likely to be used at the guest speaker's workplace? Please explain.

What knowledge or skills do you need to strengthen to be successful at a workplace like the guest speaker's? Please explain.

Would you recommend that other students hear this presentation in the future? Explain.

Anything else you'd like to say about the guest speaker presentation?

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## Workplace Tour Activity Guide

Guest Speaker Fact Sheet  
Coordinator Checklist  
Student Checklist  
Faculty Tip Sheet  
Employer Tip Sheet  
Employer Fact Sheet

### Implementation Tools

Workplace Tour Research Activity  
Workplace Tour Student Reflection Worksheet



## Workplace Tour Fact Sheet

### Workplace Tour

A Workplace Tour is a highly-structured Career Awareness activity in which students visit a workplace, learn about the business, meet employees, ask questions and observe work in progress.

More than a simple field trip or site visit, a Workplace Tour is designed and structured to meet specific learning outcomes, be educationally rich, and build awareness of the business, its industry sector, its role in the economy and the career options it provides.

A Workplace Tour involves preparation and follow-up in the classroom, including research and reflection by students. Tours generally last between an hour-and-a-half to two hours.

### Workplace Tours are designed to ...

- ✓ Provide exposure to the industry sector, potential career opportunities and jobs.
- ✓ Build occupational knowledge.
- ✓ Build an understanding of the education and training needed for entry into careers in the industry.
- ✓ Foster an understanding of the business's workforce and its contributions to the community.

### Workplace Tours are structured to ...

- ✓ Enhance workplace knowledge and build career awareness.
- ✓ Illustrate how key academic concepts are applied in the real world.
- ✓ Offer students a chance to ask questions and observe work in progress.
- ✓ Promote student interaction with professional adults.

### Workplace Tours are supported by ...

- ✓ Student preparation and follow-up in the classroom.
- ✓ Research on the industry, the careers it offers and the hosting company.
- ✓ Support for employer partners in delivering an engaging and interactive tour.
- ✓ Opportunities to reflect upon the experience verbally and in writing.

### Workplace Tours are connected to ...

- ✓ Classroom learning and preparation.
- ✓ Individual career development/training plans.
- ✓ A sequence of educational, training and workplace activities.
- ✓ The student's next step, by intentionally sequencing with future work-based or career-related classroom experiences.

Workplace Tours are one activity in the continuum of authentic work-based experiences provided to all students engaged in career-related programs or course of study in the Los Angeles/Orange County Regional Consortium.

## Workplace Tour Support Materials

### Checklists, Tip Sheets and Fact Sheets

- ✓ Coordinator Workplace Tour Checklist
- ✓ Student Workplace Tour Checklist
- ✓ Faculty Workplace Tour Tip Sheet
- ✓ Employer Workplace Tour Tip Sheet
- ✓ Employer Workplace Tour Fact Sheet

### Implementation Tools

- ✓ Workplace Tour Research Activity
- ✓ Workplace Tour Student Reflection Worksheet

## Coordinator Workplace Tour Checklist

Quick tips for those charged with arranging and supporting work-based learning activities to ensure successful Workplace Tours.

### Before the Workplace Tour ...

- ✓ Identify the appropriate employer contact and work with that person to plan the tour, providing materials and support where needed.
- ✓ Suggest that the employer bring in someone from the HR team to talk about entry-level recruitment.
- ✓ Arrange for transportation, permission slips, food and other logistics.
- ✓ Find out if safety gear is required and, if so, arrange for it to be provided.
- ✓ Talk with faculty members about how a workplace tour can help them meet curriculum goals and make the classroom connection.
- ✓ Prepare students by having them research the company and practice their personal introduction.
- ✓ Identify and document desired student learning objectives.

### Sample Workplace Tour Timeline

- Beginning of the year:** Identify and communicate with potential sites. Determine dates.
- Three months in advance:** Confirm sites and dates. Share format options.
- Two months in advance:** Confirm format and travel logistics. Recruit students.
- One month in advance:** Collect forms. Prepare students.
- One week in advance:** Review orientation and logistics.
- During the workplace tour:** Facilitate agenda, student management and social media.
- After the workplace tour:** Thank-you notes and reflection.

### During the Workplace Tour ...

- ✓ Work with the tour host. Make sure to provide time for introductions, an overview of the business and its operations and what to expect during the tour.
- ✓ Ensure students and faculty receive instruction in workplace safety and an orientation to workplace norms.
- ✓ Structure the tour so students see the full spectrum of activities and occupations within the company.
- ✓ Help ensure that students can observe and interact with employees at different levels of responsibility in the organization.
- ✓ If possible, have students experience some hands-on activity during the tour.
- ✓ Have students experience the tour in small groups and ask questions as they arise.

### After the Workplace Tour ...

- ✓ Help students connect what they're learning in class to what they experienced on the tour.
- ✓ Provide individual and group reflection activities for students.
- ✓ Suggest that students share their experiences via social media and tag the company in posts.
- ✓ Support students in determining their next steps in learning about careers.
- ✓ Debrief with the tour host.
- ✓ Have the students write thank-you letters.
- ✓ Assess the impact and value of this tour and utilize employer, faculty and student feedback to improve future tours. Document and archive information.

- ✓ Help students think about any next steps they would like to take to further their career goals.

### Go deeper

- ✓ Make the tour part of a project and have students prepare and deliver a presentation about the company after the tour.
- ✓ Have students create a presentation about their career pathway and deliver it to the employer partner during the tour.
- ✓ Take pictures from the tour and provide them to the company for their website or newsletter.
- ✓ Publicize the tour and the business by placing a story in the local newspaper or posting on your webpage. (Make sure you clear this with the employer partner first.)
- ✓ Consider other potential public relations benefits and opportunities.

## Student Workplace Tour Checklist

When you go on a workplace tour, you'll get a chance to look behind the scenes of a business or company and ask yourself if this is somewhere you can see yourself working in the future. Keep the following things in mind as you get ready for the tour.

### Before the Workplace Tour ...

- ✓ Turn in all required forms.
- ✓ Learn what the dress code is for the place you're visiting.
- ✓ Research the company—how they got started, the kinds of jobs they have and how they contribute to your community.
- ✓ Think about what you want to learn and come up with at least three questions about the company or the careers it offers.
- ✓ Practice your elevator pitch. Include your name, grade, why you are in this program and what you'd like to do with your future. Summarize your knowledge, skills, accomplishments and anything else that would make an employer see you positively.

#### Are You Ready for the Tour?

##### Have you ...

- Turned in your forms?
- Decided what to wear?
- Researched the company?
- Crafted your questions?
- Polished your resume?
- Practiced your pitch?

### During the Workplace Tour ...

- ✓ Pay attention to what's going on at the worksite. Can you see yourself working in a place like this? What kinds of jobs are you interested in?
- ✓ Actively participate. Ask the questions you came up with and any others that will help you determine if a career in this industry is for you.
- ✓ See if you can connect what's going on in the workplace with what you're learning in the classroom.
- ✓ If you have a chance, ask the people you meet for their business cards or see if they'll connect with you on LinkedIn.

#### Some Social Media Do's and Don'ts

##### Do ...

- Choose your profile picture carefully.
- Keep a professional profile.
- Create a LinkedIn profile and build your personal brand.
- Maintain privacy. If you don't want something to be seen by all, don't post it on the internet.

##### Don't ...

- Post illegal activities.
- Threaten violence.
- Lie about professional and academic achievements.

### After the Workplace Tour ...

- ✓ Talk to your classmates and faculty members about the workplace tour and your feelings about pursuing a career in that industry. What kind of jobs do you want to know more about? Would you be interested in going on another tour in the future? What kind of education will it take to get there?
- ✓ Write a thank-you note to the people who hosted the tour.
- ✓ Fill out the tour evaluation. Be honest. What worked for you? That will help improve future tours.
- ✓ Think about any next steps you'd like to take to further your career goals.



## Faculty Workplace Tour Tip Sheet

### Workplace Tours are designed to ...

- ✓ Provide exposure to the industry sector, potential career opportunities and jobs.
- ✓ Build occupational knowledge.
- ✓ Build an understanding of the education and training needed for entry into careers in the industry.
- ✓ Foster an understanding of the business's workforce and its contributions to the community.

### Before the Workplace Tour ...

- ✓ Review the Workplace Tour Fact Sheet and assess how a tour can support classroom activities and help meet curriculum goals.
- ✓ Review the plan for the tour with the coordinator and decide where you can be helpful.
- ✓ Identify and document desired student learning objectives.
- ✓ Discuss expectations for the tour with students and point out what they might learn from it.
- ✓ Have students research the employer and prepare at least three meaningful questions to ask during the tour. What do they want to know about the company and the industry?

#### The Classroom Connection: Preparation and Reflection

Support students in recognizing the curriculum connection.

Structure a reflection activity based on a "What? So what? Now what?" format.

### During the Workplace Tour ...

- ✓ Attend the tour and work with the tour coordinator to support aspects of the tour.
- ✓ Support the employer by making sure students are attentive, polite and engaged.
- ✓ Help connect what you see at the workplace with classroom topics.

### After the Workplace Tour ...

- ✓ Provide individual and group reflection activities for students. Help them make the connection between the classroom and the workplace.
- ✓ Support students in determining their next steps in learning about careers.
- ✓ Provide feedback to help assess the impact and value of the tour.
- ✓ Document and archive information about the tour.
- ✓ Have students write thank-you notes to the employer partner.
- ✓ Suggest students share a post about the day via social media, tagging the company in posts.

### Go Deeper

- ✓ Guide students through a comparison of the culture and style of the workplace with others they have observed, including behavioral and communication expectations.
- ✓ Make the tour part of a project and have students prepare and deliver a presentation to others at the college about the company.
- ✓ Take pictures from the tour and provide them to the company for their website or newsletter. Ensure you have signed releases for all photos.
- ✓ Publicize the tour and business by placing a story in the local newspaper or posting on the college website.



## Employer Workplace Tour Tip Sheet

Thanks for agreeing to be a host for a workplace tour! In preparing for the visit, keep the following tips in mind.

### Before the Workplace Tour ...

- ✓ Review the information packet about the college and the objectives of the tour.
- ✓ Let the work-based learning coordinator know who the main contact is and provide email/phone, etc.
- ✓ Work with your coordinator to design an engaging tour of your workplace.
- ✓ Let the coordinator know where the visiting group should park and enter the building. Include information about security procedures and appropriate dress.
- ✓ If safety gear is required at the worksite, arrange for it to be available.
- ✓ Brief the employees who will be involved in the tour. Provide an overview of your partnership with the sponsoring college or program, what to expect during the tour, their role and why their involvement is important.

### During the Workplace Tour ...

- ✓ Provide an overview of the business, its operations and what to expect during the tour.
- ✓ Provide instruction in workplace safety, if needed, and an orientation to workplace norms.
- ✓ Bring in someone from HR to talk about entry-level recruitment and careers at the company.
- ✓ If possible, arrange for students to participate in small groups.
- ✓ Have students observe, hear from and speak to employees with different levels of responsibility and roles in your company.
- ✓ See if any of your employees are connected to the college in some way and make sure those individuals get to talk with the students.
- ✓ Make sure students are exposed to a range of career options in your industry, and let them know what it will take for them to be hired when they complete their education and training.

### After the Workplace Tour ...

- ✓ Debrief with your team.
- ✓ Provide feedback to the work-based learning coordinator to improve future tours.
- ✓ Consider how you might use the tour to promote your company's visibility in the community.

### Go Deeper

- ✓ Explore ways that you might further interest students and grow the pool of potential future employees.
- ✓ Talk to the work-based learning coordinator about being a classroom speaker or guest trainer, helping with curriculum, or hosting students for Job Shadows, Jobs or Internships.



## Employer Workplace Tour Fact Sheet

On a workplace tour, students visit a workplace, learn about the business, meet employees, ask questions and observe work in progress.

More than a simple field trip or site visit, a workplace tour is designed and structured to meet specific learning outcomes, be educationally rich, and build awareness of the business, its industry sector, its role in the economy and the career options it provides.

**Program Level:** All.

**Employer/Student Ratio:** Varies. 1 or 2 employees to 20+ students.

**Duration:** Usually 1.5 to 2 hours

**Frequency:** One time

**Location:** Workplace

**Costs:** Staff time

### Why are Workplace Tours important for students?

- ✓ Provides exposure to potential careers and jobs, and helps identify potential interests as well as those occupations *not* of interest.
- ✓ Helps build occupational knowledge and familiarity with the education and training needed for success in the industry.
- ✓ Helps make the connection between academic theory and practical application.
- ✓ Creates awareness of the business's role in the community, as well as its functions, processes, products and employees.

### What are the benefits to my company?

- ✓ Exposes potential future workers to job opportunities and careers with your company.
- ✓ Introduces your employees to students, which helps them understand how to communicate with the next generation of workers.
- ✓ Helps current employees feel good about the company's commitment to education and the community.
- ✓ Promotes an understanding of the role and contributions of your business.

### What do I need to do next?

- ✓ Contact your work-based learning coordinator.
- ✓ Arrange for a presentation to those of your employees who will be hosting the tour.
- ✓ Consider any impacts on company policy.

### Resources

- ✓ Distribute the Employer Workplace Tour Tip Sheet to interested employees.
- ✓ Review Employer Participation Options Fact Sheet to learn more about how to get the most out of your partnership with the Los Angeles/Orange County Regional Consortium.



## Workplace Tour Research Activity

Complete the following research assignment as part of your preparation for the upcoming workplace tour.

Student name:
Company you'll visit on your workplace tour:
Company's web address:
Company's physical address:
Company's mission statement:
What is the company's primary business?
What departments exist within the company?
What companies do you think are in competition with your workplace tour company?
After researching your company, what are some questions that you will ask your workplace tour host?
Based on your research, what do you think you will like most about your workplace tour experience?

Based on your research, what is your biggest concern about your workplace tour experience?
If you could leave the workplace tour having learned one thing, what would that be?
Anything else you learned while doing your research that you'd like to share with your teacher or the class?

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## Workplace Tour Student Reflection Worksheet

Now that you have completed your workplace tour, take some time reflect on what you experienced and how the workplace tour might inform your college and career plans in the future.

Student Name:

College:

Tour Host Company:

Date of Tour:

What aspects of the workplace tour were interesting? Which were not? Why?

What did you like about the workplace you visited? What would you change?

Would you consider a career in this field? Why or why not?

What was the most memorable aspect of your workplace tour experience? Why?

What did you learn about the company and its employees? Please explain.

How did the people at the workplace treat one another? Please explain.

Describe ways that technology is used at the workplace you visited.

If you wanted to work in the department/ workplace that you visited, what might you do to prepare in the next five years, both in college and afterwards?

What knowledge and skills are you learning in school that are used in the workplace you toured? Please explain.

What knowledge or skills do you need to strengthen to be successful at this workplace? Please explain.

Would you recommend that other students tour this workplace in the future? Circle one and explain.

Anything else you'd like to say about your workplace tour?

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## Job Shadowing Activity Guide

Job Shadowing Fact Sheet  
Coordinator Checklist  
Student Checklist  
Faculty Tip Sheet  
Employer Tip Sheet  
Employer Fact Sheet

### Implementation Tools

Workplace Tour Research Activity  
Workplace Tour Student Reflection Worksheet



## Job Shadowing Fact Sheet

### Job Shadowing

Job Shadowing is a structured Career Exploration activity in which a student is paired with and observes the workday of a business partner, interacts with his or her clients or customers and attends meetings and other appointments with the person they are shadowing.

Designed to help students explore a field of interest while developing research skills and building occupational knowledge, job shadowing is conducted at the workplace and occurs over most of the workday.

#### Job Shadowing is designed to ...

- ✓ Promote exploration of a field of interest.
- ✓ Provide an up-close look at a particular occupation, company and industry and the career path to that occupation.
- ✓ Help students make the connection between the workplace and what they're learning in the classroom.
- ✓ Inform career planning.

#### Job Shadowing is structured to ...

- ✓ Allow students to listen, receive information and ask questions.
- ✓ Enable students to begin identifying areas of career interest.
- ✓ Build knowledge about the education and training needed for a particular job, career path and entry into the industry.
- ✓ Allow students to practice and demonstrate key work-readiness skills such as communication and appropriate workplace behavior.

#### Job Shadowing is supported by ...

- ✓ Classroom preparation, including research on the occupation, its industry and the participating company.
- ✓ Employer orientation and support.
- ✓ Opportunities to reflect upon the experience verbally and in writing.

#### Job Shadowing is connected to ...

- ✓ Individual career development/training plans.
- ✓ Future work-based learning activities.
- ✓ The student's next steps.

#### Go Deeper

- ✓ Arrange for a group of students to shadow different employees at the same time at the same company. Start the day with a Workplace Tour.
- ✓ Rotational job shadowing: Arrange for a student to shadow a number of different people in the same company over time, rotating through a range of departments with different levels of employees in a series of job shadows.

Job shadowing is one activity in the continuum of authentic work-based experiences provided to all students engaged in career-related programs or course of study in the Los Angeles/Orange County Regional Consortium.

## Job Shadowing Support Materials

### Checklists, Tip Sheets and Fact Sheets:

- ✓ Coordinator Job Shadowing Checklist
- ✓ Student Job Shadowing Checklist
- ✓ Faculty Job Shadowing Tip Sheet
- ✓ Employer Job Shadowing Tip Sheet
- ✓ Employer Job Shadowing Fact Sheet

### Implementation Tools

- ✓ Job Shadowing Research Activity
- ✓ Job Shadowing Student Reflection Worksheet

## Coordinator Job Shadowing Checklist

Quick tips for those charged with arranging and supporting work-based learning activities to ensure successful job shadows.

### Before the Job Shadow

- ✓ Identify all interested faculty members and help them plan for the job shadowing activity. Share the Faculty Tip Sheet.
- ✓ Effectively match students with job shadow hosts, based on their career interests and personal factors.
- ✓ Collect any required forms.
- ✓ Have faculty members help create learning objectives and work with students to prepare for the day.
- ✓ Confirm scheduling and transportation arrangements for the student(s). Check college policies regarding transportation and liability, and ask about workers' compensation insurance.
- ✓ Give employer information about the participating student(s) and make sure plans have been made to receive them. Ask about dress requirements.
- ✓ Determine if host site requires visitors to sign confidentiality and/or non-disclosure agreement.
- ✓ Provide Employer Tip Sheet and other support materials so the company can plan the most learning-rich experiences possible.

### During the Job Shadow ...

- ✓ Make sure students receive instruction in workplace safety, if needed. Have the employer include a safety talk at start of day and highlight potential hazards.
- ✓ Have students share the day on social media if company allows.
- ✓ Arrange for students to visit different departments and observe employees with different levels of responsibility in the company.

### After the Job Shadow ...

- ✓ Document the job shadow. Review feedback from hosts and faculty and summarize results (Use the WBL Activity Evaluation from this toolkit). Make recommendations for improvements.
- ✓ Help students update think about any next steps they would like to take to further their career goals.
- ✓ Work with faculty to coordinate activities to connect the job shadow to the classroom.
- ✓ Send thank-you notes to host employers.
- ✓ Share pictures from the job shadow with the companies for their websites or newsletters.
- ✓ Encourage students to share photos on social media. (Ensure you have signed releases for all photos.)
- ✓ Place a story about the job shadow in the local newspaper or on the college website.

### Sample Job Shadow Timeline

**Beginning of the school year:** Identify interested faculty members and students. Brainstorm business partners who could participate.

**Two months in advance:** Develop a schedule with business partners. Secure available dates, times and locations.

**One month in advance:** Confirm participation of employer hosts. Have students research the occupation and industry or company.

**One week in advance:** Send hosts information about the student. Make sure logistics for the day have been handled.

**Day of the Job Shadow:** Make sure students receive safety instruction, if required.

**After the Job Shadow:** Send thank-you notes to all host employers and ensure student reflection activities take place.



## Student Job Shadowing Checklist

A job shadow is a great opportunity to learn about the world of work. You'll have the opportunity to ask questions, practice professional behavior and become more comfortable communicating with professionals.

You will be observing someone in a job or industry you might be interested in pursuing in the future. Keep the following things in mind as you get ready for your Job Shadowing experience.

### Before the Job Shadow ...

- ✓ Turn in any required forms.
- ✓ Think about your interests and determine the kind of job you'd like to explore or company you'd like to visit.
- ✓ Once chosen, research your host company. Check out their website and learn as much as you can about the organization's history, what they do and how it impacts your community.
- ✓ Meet with a faculty member or the coordinator to finalize a learning plan for the job shadow.

### Are you Ready for your Job Shadow?

#### Have you ...

- ✓ Turned in required forms?
- ✓ Researched the host company?
- ✓ Considered the best way to make a good impression on the employer?
- ✓ Thought about how you'll share your experience on social media?
- ✓ Updated your resume?

### During the Job Shadow ...

- ✓ Arrive at the workplace appropriately dressed and on time. Attend the orientation if one is offered.
- ✓ Turn off your cellphone, except to take photos, if the company allows (ask first).
- ✓ Develop some skill-specific learning outcomes with your job shadow host and work on them.
- ✓ Comply with all health and safety regulations.
- ✓ Be observant and ask appropriate questions.
- ✓ Reflect on the connection between what you're learning in the classroom and what goes on in the workplace.

### After the Job Shadow ...

- ✓ Reflect on the day. Talk to your classmates and faculty about the job shadow and whether you're interested in pursuing a career in that industry.
- ✓ Participate in classroom activities that help you think about the value of the job shadow.
- ✓ Think about next steps in moving your career forward.
- ✓ Send a follow-up email thanking the employer for his or her time. Ask if you can connect on LinkedIn. If you're interested in working there, say so and ask for next steps.
- ✓ Fill out any evaluation forms. Be honest. That will help make future job shadows more impactful.
- ✓ Share your experience with your peers on social media. Perhaps a blog post about the job shadow?



## Faculty Job Shadowing Tip Sheet

Note: If you're coordinating a job shadowing activity, have a look at the Coordinator Job Shadowing Checklist.

### Job Shadowing is designed to ...

- ✓ Promote exploration of a field of interest.
- ✓ Provide an up-close look at a particular occupation, company and industry and the career path to that occupation.
- ✓ Help students make the connection between the classroom and the workplace.
- ✓ Inform career planning.

### Before the Job Shadow ...

- ✓ Review the Job Shadowing Fact Sheet and this tip sheet.
- ✓ Assess how the day can support classroom activities and help meet curriculum goals.
- ✓ Help the coordinator identify interested and qualified students and match them to the most appropriate hosts.
- ✓ Collect any required permission forms.
- ✓ Work with students to identify desired learning objectives.
- ✓ Have students research the host company and its occupations.
- ✓ Discuss behavioral expectations and workplace norms.
- ✓ Provide the host employer with information about the participating student(s). Help the employer understand where students are in their development, their career aspirations, and how the employer can link the experience to the classroom.

### During the Job Shadow ...

- ✓ Make sure students learn about workplace safety, and reflect workplace norms.
- ✓ Support employer hosts in effective interactions by developing strategies to "keep it real."
- ✓ If possible, encourage the host to have students observe and interact with employees who have different levels of responsibility in the company.
- ✓ Make sure students are attentive, polite and engaged.

### After the Job Shadow ...

- ✓ Thank the host employer and see if they have a suggestion for student follow-up activities.
- ✓ Provide reflection activities for students and help them make the connection between what they're learning and the workplace.
- ✓ Help students update their resumes and think about any next steps they would like to take to further their career goals.
- ✓ Have students write thank-you notes to the employer partners.
- ✓ Assess and document the impact and value of the job shadowing activity and utilize employer and student feedback to improve future job shadows. (Use the WBL Activity Evaluation from this toolkit).

### Go Deeper

Make the job shadow part of a project and have students prepare and deliver a presentation to others at your school about the host company.

### The Classroom Connection: Preparation and Reflection

#### Before the Job Shadow ...

Set students up for success by having them:

- ✓ Research company and industry of host employers.
- ✓ Discuss how the job shadow can help them meet learning objectives.

#### After the Job Shadow ...

- ✓ Spark student reflection with an activity.
- ✓ Ask, "What new things did you learn about this job and industry?".
- ✓ Explore whether they want to find out more or further explore careers in the employer's industry.



## Employer Job Shadowing Tip Sheet

Thanks for agreeing to host a student for a job shadow. As you think about how to best prepare for the day, keep the following success factors in mind.

### Before the Job Shadow ...

- ✓ Provide the coordinator with website link(s) about your company, industry and profession to help the student prepare for the job shadow.
- ✓ Find out what the student is currently focused on in the classroom so you can link the job shadow to the curriculum.
- ✓ Ask the coordinator or a faculty member for tips on how best to interact with the student and let them know of any concerns you may have.
- ✓ Let the student know where to go when they arrive at your workplace. If they need identification to enter, be sure to tell them that.

### During the Job Shadow ...

- ✓ Give students instruction in workplace safety, if needed. Include a safety talk at start of day and highlight potential hazards.
- ✓ Be sure the student shadowing you is engaged in a range of activities throughout the day. Try to choose activities that highlight the skills needed to do your job.
- ✓ Ensure the student can't inadvertently disrupt or damage your work.
- ✓ Be ready to adjust the level of difficulty of any shared tasks depending on the student's abilities.
- ✓ Share the educational and career path you took to your current position.
- ✓ Ask questions about what the student shadowing you is learning, and what his/her career aspirations are.
- ✓ Talk about how subjects studied in the classroom (such as math and language arts) and good habits (such as punctuality and consistent attendance) are important skills in the workplace.

### After the Job Shadow ...

- ✓ Provide feedback to the coordinator to improve future job shadows using the WBL Activity Evaluation.
- ✓ If you're willing to stay connected with the student, offer your email address or connect on LinkedIn.

### Go Deeper

- ✓ Share a blurb about the job shadow with photos on your company website or social media.
- ✓ If the student shares a post on social media about the day, share it on your company page.
- ✓ Consider other ways you might use the job shadow to promote your company's visibility in the community.
- ✓ Talk to the coordinator about being a classroom speaker, helping with curriculum, or participating in Career Days, Mock Interviews, or Internships.

### Suggested Talking Points

- ✓ Describe your career journey.
- ✓ Talk about any challenges or obstacles you overcame.
- ✓ Discuss the need for perseverance, hard work and getting along well with others.
- ✓ Manage expectations about the world of work.

### Tips to share ...

- ✓ Avoid job hopping.
- ✓ Build your network (talk about how to do that).
- ✓ Be a continuous learner and stay abreast of industry changes.



## Employer Job Shadowing Fact Sheet

In a job shadow, a student is paired with and observes the workday of an employee, interacts with his or her clients or customers and attends meetings and other appointments with the person they are shadowing.

Designed to help students explore a field of interest while developing research skills and building occupational knowledge, job shadowing is conducted at the workplace and occurs over most of the workday.

**Program Level:** All  
**Employer/Student Ratio:** 1:1  
**Duration:** Usually 1 workday  
**Frequency:** One time  
**Location:** Workplace  
**Costs:** Staff time  
**Special Considerations:** Employee selection. Company visitor and volunteer policies or practices.

### Why are job shadows important for students?

- ✓ Job shadows let students explore potential careers and jobs and help build occupational knowledge.
- ✓ They illustrate the education and training needed for entry into certain industries.
- ✓ They let students know about your company's processes and products/services and the role your business plays in the community.
- ✓ They provide a context for learning and foster an understanding of how academic concepts are applied in a real-world setting.
- ✓ They offer the opportunity to interact with adult professionals and practice observation and communication skills.

### What are the benefits to my company?

- ✓ Exposes potential future workers to job opportunities and careers with your company, as well as the required skills and education to be successful in your industry.
- ✓ Introduces students to one or more of your employees.
- ✓ Helps your employees understand how to better communicate with the next generation of workers.
- ✓ Provides an efficient way to introduce and engage multiple employees with your commitment to education and connect your company with the community.

### What do I need to do next?

- ✓ Determine who will coordinate the job shadow for your company and have them connect with the work-based learning coordinator to address scheduling, planning and logistics.
- ✓ Arrange for a presentation to those employees who will participate in job shadows.
- ✓ Distribute the Employer Job Shadowing Tip Sheet to interested employees.
- ✓ Consider any impacts on company policy.

### Resources

- ✓ Review the Employer Participation Options Fact Sheet to learn more about how to get the most out of your partnership with the Los Angeles/Orange County Regional Consortium.



## Job Shadowing Research Activity

Complete the following research assignment as part of your preparation for the upcoming job shadow.

Student name:
Company you'll visit on your job shadow:
Company's web address:
Company's physical address:
Company's mission statement:
What is the company's primary business?
What departments exist within the company?
What companies do you think are in competition with this company?
After researching your company, what are some questions that you will ask your job shadowing host?
Based on your research, what do you think you will like most about your job shadowing experience?

Based on your research, what is your biggest concern about your job shadowing experience?
If you could leave the job shadow having learned one thing, what would that be?
Anything else you learned while doing your research that you'd like to share with your teacher or the class?

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## Job Shadowing Student Reflection Worksheet

Now that you have completed your job shadow, take some time reflect on what you experienced and how the job shadow might inform your college and career plans in the future.

Student Name:

College:

Job Shadow Host Company:

Date of Job Shadow:

What aspects of the job shadow were interesting? Which were not? Why?

What did you like about the workplace you visited? What would you change?

Would you consider a career in this field? Why or why not?

What was the most memorable aspect of your job shadowing experience? Why?

What did you learn about the company and its employees? Please explain.

How did the people at the workplace treat one another? Please explain.

Describe ways that technology is used at the workplace you visited.

If you wanted to work in the department/workplace that you visited, what might you do to prepare in the next five years, both in college and afterwards?

What knowledge and skills are you learning in school that are used in the workplace you visited? Please explain.

What knowledge or skills do you need to strengthen to be successful at this workplace? Please explain.

Would you recommend that other students tour this workplace in the future? Circle one and explain.

Anything else you'd like to say about your job shadowing experience?

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## Internship Activity Guide

Internship Fact Sheet  
Coordinator Checklist  
Student Checklist  
Faculty Tip Sheet  
Employer Tip Sheet  
Employer Fact Sheet

### Implementation Tools

Fact Sheet #71: Internship Programs Under the Fair Labor Standards Act  
WBL Training Plan and Evaluation Tool  
Internship Student Research Activity  
Intern Orientation to the Workplace  
Internship Student Reflection



## Internship Fact Sheet

### Internships

An internship is a highly structured, time-limited, Career Preparation activity in which students are placed at a worksite to participate in and observe work first hand.

Internships provide students the opportunity to learn by doing real work, addressing specified learning objectives and being productively engaged in the workplace. They may provide the opportunity to work in teams, work on a project, or rotate through a number of departments and job functions.

#### Internships are designed to ...

- ✓ Promote hands-on experience in a field of interest.
- ✓ Provide productive value for the employer.
- ✓ Provide exposure to a wide range of careers and jobs within the industry.
- ✓ Offer opportunities to develop, practice and demonstrate employability skills.
- ✓ Build occupational knowledge.
- ✓ Create awareness of the education needed to be successful in the industry.

#### Internships are structured to ...

- ✓ Enhance workplace knowledge and career awareness.
- ✓ Help build the skills required for specific occupations.
- ✓ Expose students to a wide spectrum of workplace activities.
- ✓ Support key academic concepts, as well as technical and occupational skills development.

#### Internships are supported by ...

- ✓ Student preparation in the classroom.
- ✓ Internship design with the employer partner.
- ✓ Employer host orientation and ongoing troubleshooting.
- ✓ Multiple opportunities for reflection on the experience, both verbally and in writing.
- ✓ Employer assessment of skills acquisition.

#### Internships are connected to ...

- ✓ Classroom learning.
- ✓ Individual career development/training plans.
- ✓ A sequence of educational, training and workplace activities.
- ✓ The student's next steps.

Internships take place for a minimum of 60 hours with more hours being optimal. They may be paid or unpaid, depending on whether the student is performing productive work for the employer and other factors.<sup>1</sup>

Internships are one activity in the continuum of authentic work-based learning experiences provided to all students engaged in career-related programs or course of study in the Los Angeles/Orange County Regional Consortium colleges.

<sup>1</sup> See USDOL Internship Factsheet #71 <http://www.dol.gov/whd/regs/compliance/whdfs71.htm>

## Internship Support Materials

### Checklists, Tip Sheets and Fact Sheets

- ✓ Coordinator Internship Checklist
- ✓ Student Internship Checklist
- ✓ Faculty Internship Tip Sheet
- ✓ Employer Internship Tip Sheet
- ✓ Employer Internship Fact Sheet

### Implementation Tools

- ✓ Fact Sheet #71: Internship Programs Under the Fair Labor Standards Act
- ✓ WBL Plan and Evaluation Tool
- ✓ Internship Student Research Activity
- ✓ Intern Orientation to the Workplace
- ✓ Internship Student Reflection Worksheet

## Coordinator Internship Checklist

Quick tips for those charged with arranging and supporting work-based learning activities to ensure successful internships.

### Before the Internship ...

- ✓ Review the Fact Sheet and any required documents/ or forms.
- ✓ Meet with faculty and have them give their students access to the internship application.
- ✓ Design and develop the internship with the employer.
- ✓ Identify interested students and review resumes.
- ✓ Establish a schedule for first round student interviews with volunteers and professionals.
- ✓ Select and refer qualified students matched to employer specifications.
- ✓ Assist the employer in scheduling interviews with referred students.
- ✓ Prepare students by sharing the student tip sheet.

### During the Internship ...

- ✓ If possible, meet with the student and worksite supervisor at the workplace and observe workplace activities. Finalize training plan and make appointments for any future visits.
- ✓ Assist the worksite supervisor in completing the Employer Evaluation of student performance at the mid-point and completion of the internship.
- ✓ Facilitate learning by coordinating opportunities for students to reflect on their internships in the classroom and regularly assess progress using evaluations.

### After the Internship ...

- ✓ Conduct follow-up activities by reviewing the completed evaluations with the student.
- ✓ Provide avenues for feedback on the effectiveness of the internship and make recommendations for adjustments in the future.
- ✓ Coordinate opportunities for student reflection to help students make the connection between this internship, classroom learning and next steps.
- ✓ Document the experience and provide reports to school leadership and employer partners.

### Sample Internship Timeline

#### Three months in advance:

- ✓ Develop and design the internship.
- ✓ Confirm student availability and schedule with appropriate stakeholders.

#### Two months in advance:

- ✓ Review resumes.
- ✓ Schedule student interviews.
- ✓ Process results.
- ✓ Confirm placement details.

#### One month in advance:

- ✓ Prepare internship hosts.
- ✓ Prepare students.
- ✓ Inform faculty.

#### One week in advance:

- ✓ Confirm details with all parties.

#### On the start date:

- ✓ Check in with student and employer.



## Student Internship Checklist

Internships can give you valuable experience in the workplace. It is a really exciting time because you get a preview of what your life could be like working at a job in an area of interest to you. You'll meet many new people and learn a lot, so work hard and pay close attention and think about the possibility of this being the start of a career for you.

### Before the Internship ...

- ✓ Think about the kind of internship you might like to have. Once you've asked around about what's available, decide on the one that fits you best and apply for it.
- ✓ Turn in all required forms and complete any other assignments.
- ✓ Create a resume and prepare for your interview.
- ✓ Practice your "elevator pitch" introduction (who you are, why you're interested in the internship, what you're studying in college and what your career goals are).
- ✓ Do some research. Find out what you can about the company and the position.
- ✓ Have your questions for the employer ready.
- ✓ Map out the location and leave early enough to ensure you arrive 10 minutes before the interview. Plan out what you're going to wear for the important first meeting.
- ✓ Once you have a placement confirmed, CONGRATULATIONS! Learn all you can about the company and what will be expected of you.

#### Getting Ready for Your First Day

- ✓ Map out employer location and plan to get there 10 minutes early.
- ✓ Dress professionally.
- ✓ Bring your ID and any other forms that you need.
- ✓ Know the name of your supervisor and who to ask for when you get there.

### During the Internship ...

- ✓ Talk to a faculty member or coordinator about your learning goals. Think about what you want to learn and the skills you'd like to develop, and then work with your worksite supervisor to help you learn and acquire them. Include these in your WBL Training Plan.
- ✓ Go to the orientation and any other trainings that your worksite supervisor requests of you.
- ✓ Make sure you understand your duties and complete all assigned tasks.
- ✓ Ask questions if something is unclear!
- ✓ Keep your coordinator informed about how it's going at your internship.
- ✓ Track your hours and submit your timesheet (on time) to be paid!
- ✓ Consider keeping a daily journal about what you're learning and experiencing.

### After the Internship ...

- ✓ Participate in ongoing self-reflection activities and classroom assignments. What were you able to accomplish and what did you learn through this experience?
- ✓ Send a thank-you letter to your worksite supervisor and ask if you can use him/her as a reference on your resume or connect on LinkedIn.
- ✓ Update your resume based on new skills and experiences gained and record the experience in your career plan.
- ✓ Think about what you'd like to do next to move your career forward and update your plan.



## Faculty Internship Tip Sheet

### Internships are designed to ...

- ✓ Promote hands-on experience in a field of interest.
- ✓ Provide productive value for the employer.
- ✓ Provide exposure to a wide range of careers and jobs within the industry.
- ✓ Offer opportunities to develop, practice and demonstrate employability skills.
- ✓ Build occupational knowledge.
- ✓ Create awareness of the education needed to be successful in the industry.

#### Did You Know?

Internships can support classroom curriculum and allow for students to see and apply practical applications of key academic concepts.

Students who participate in internships pay more attention in class, enjoy higher graduation rates and better employment outcomes later in life.

Interns make more informed choices about their course of study, and make better employees when they complete their education or training.

### Before the Internship ...

- ✓ Give the coordinator information about students who are ready for an internship. Talk about how you can best support students in reflection and other activities.
- ✓ Help refer students to specific internship opportunities based on their skills and interests and the employer's needs.
- ✓ Help students prepare for the interview, including their "elevator pitch" and how to dress.
- ✓ Have students research the employer and identify career options or pathways that are of interest.
- ✓ Work with the student to define learning objectives and create a WBL plan.
- ✓ Let students know how they'll be evaluated on their performance.
- ✓ Explore what concepts discussed in the classroom might be demonstrated in the workplace.
- ✓ Distribute and collect all required forms.

### During the Internship ...

- ✓ Work with the work-based learning coordinator to document learning objectives.
- ✓ Design and coordinate concurrent learning activities in the classroom.
- ✓ Provide opportunities for students to reflect on their internships in the classroom, both verbally and in writing.

### After the Internship ...

- ✓ Review completed evaluations with students. Discuss and record next steps.
- ✓ Work with the coordinator to finalize documentation of student learning. Together, assess the effectiveness of the internship and make recommendations for adjustments.
- ✓ Provide opportunities for students to reflect on their internships or showcase their work through presentations or demonstrations.
- ✓ Check in and see if students need assistance with updating their career plan.

### Go deeper

- ✓ Guide students through a comparison of the culture and style of the workplace with others they have observed, including behavioral and communication expectations.



## Employer Internship Tip Sheet

### Internship

Through an internship, students are placed at a worksite for a defined period of time to participate in and observe work first hand.

Internships provide a direct benefit to the employer and give students the opportunity to learn by doing real work addressing specified learning objectives and being productively engaged in the workplace. Interns may work individually, in teams, on a project, or rotate through a number of departments and job functions.

When hosting an intern or launching an internship program at your company, keep the following success factors in mind.

#### Did You Know?

Student interns are learning about your industry and are considering how they might prepare for their career.

Students who participate in internships enjoy higher completion rates and experience better employment outcomes later in life.

Interns make more informed choices about their course of study, and make better employees when they complete their education or training.

### Before the Internship ...

- ✓ Contact your work-based learning coordinator to discuss hosting an intern. If/when you decide to move forward, interview and select or hire the student intern.
- ✓ Work with the work-based learning coordinator to develop and design the internship.
- ✓ Determine who supervises and guides the intern.
- ✓ Review the informational packet provided by the intern's college.
- ✓ Meet with the coordinator and the intern to finalize learning plans and agree on an ongoing communication strategy.
- ✓ Inform other staff that an intern will be at the workplace.

### During the Internship ...

- ✓ Provide a workplace orientation for the intern.
- ✓ Consider ways the intern can develop employability skills (ask the coordinator for a copy of the list) and be exposed to a range of careers in your industry.
- ✓ Identify opportunities that will support the intern's academic, occupational and employability skill development and assist the intern in working toward learning objectives.
- ✓ Think about ways you can serve as both a coach and supervisor.
- ✓ Communicate successes and opportunities to the coordinator that can be used to enhance the value of classroom connections.
- ✓ Use the WBL Plan and Evaluation to assess the intern's performance at a mid-point and completion of the internship. Discuss it with the intern and the coordinator.

### After the Internship ...

- ✓ Hold a debriefing session internally at the company, review the effectiveness of the internship program and make suggestions for improvement.

### Resources

- ✓ Review the Employer Participation Options Fact Sheet to learn more about how to get the most out of your partnership with the Los Angeles/Orange County Regional Consortium.



## Employer Internship Fact Sheet

Through an internship, Los Angeles/Orange County area community college students are placed at a worksite for a defined period of time to participate in and observe work first hand.

Internships provide direct benefit to the employer and give students the opportunity to learn by doing real work, addressing specified learning objectives and being productively engaged in the workplace. Interns may work individually, in teams, on a project or rotate through a number of departments and job functions.

### Why is an Internship important for students?

- ✓ Every young person needs a first job, and for many, an internship provides that opportunity.
- ✓ An internship provides exposure to a wide range of careers and jobs within the industry and a chance to explore a field of interest.
- ✓ Students who participate in an internship experience higher completion rates and better employment outcomes later in life.
- ✓ Helps develop occupational knowledge and the ability to perform successfully in the workplace.
- ✓ Offers an opportunity to develop, practice and demonstrate new skills and to learn what education and skills are needed to be successful in the industry.
- ✓ Gives students a chance to develop adult and team relationships.

### What are the benefits to my company?

- ✓ Introduces potential future workers to job opportunities with your company.
- ✓ Exposes students to the skill needs, educational requirements and career opportunities in your industry.
- ✓ Brings new energy and a fresh perspective to your workplace.
- ✓ Shows your employees that you're committed to supporting education
- ✓ Helps employees understand how to communicate with the next generation of workers.
- ✓ Provides opportunities for existing workers to develop supervisory skills.
- ✓ Promotes an understanding of the role and contributions of your business in the community.
- ✓ Offers a public relations benefit.

### What do I need to do next?

- ✓ Contact your coordinator and work with him/her to design the internship.
- ✓ Arrange for a presentation to your employees.
- ✓ Consider any impacts on company policy.

### Resources

- ✓ Distribute the Employer Internship Tip Sheet to interested employees.
- ✓ Review the Employer Participation Options Fact Sheet to learn more about how to get the most out of your partnership with the Los Angeles/Orange County Regional Consortium.

**Program Level:** Advanced

**Employer/Student Ratio:** 1:1 (maximum 1:5)

**Duration:** 6-8 weeks, 60 or more hours

**Location:** Workplace

**Costs:** Wages

**Special Considerations:** Internships may be paid or unpaid, depending on whether the student is performing productive work for the employer and other factors.

See USDOL Internship Factsheet #71

<http://www.dol.gov/whd/regs/compliance/whdfs71.htm>



## Work-Based Learning Plan and Evaluation

### Overview

The Los Angeles/Orange County Regional Consortium Work-Based Learning Resource Center developed a work-based learning planning and assessment tool for use in LAOCRC Work Experiences, Internships and other appropriate work-based learning experiences.

The tool has four components:

#### 1. Data Sheet

The who, what, where and when of the experience—student information, employer sponsor information, experience description and details, college information, intermediary coordinator contact information, and other details.

#### 2. Academic Enrichment and Career Development Learning Objectives

A set of key learning objectives centered on academics and personal growth and development. Developed with the coordinator and faculty member and shared with the worksite supervisor. Assessed by the coordinator with the student.

#### 3. Assessment of the Work-Readiness Competencies

An assessment of the work-readiness and job-specific skills demonstrated through the experience. Assessed by the supervisor at the midpoint and at completion of the experience.

- ✓ Attendance
- ✓ Timeliness
- ✓ Workplace Appearance
- ✓ Initiative and Self-Management
- ✓ Quality of Work
- ✓ Communication Skills
- ✓ Response to Supervision
- ✓ Collaboration and Teamwork
- ✓ Comfort with Diversity
- ✓ Critical Thinking and Problem Solving
- ✓ Workplace Culture, Policy and Safety

#### 4. Career and Occupational Learning Objectives

A set of key additional skill-development learning objectives centered on expanding career knowledge and occupational skills development specific to the experience. Developed with the student, supervisor and coordinator. Assessed by the supervisor.

### Data Sheet

This Work-Based Learning Plan and Evaluation combines skill development learning objectives, academic enhancements and personal development goals with an assessment of the student/young adult's work-readiness skills demonstrated through the experience. The assessment gauges a youth's progress towards readiness for a successful transition into the world of work. It reflects important skills, attitudes, and values that are essential for success in the workplace.

Enter information about the participating student, the referring coordinator, the worksite supervisor, and details about the work-based learning experience.

#### Student

Name \_\_\_\_\_ SID \_\_\_\_\_  
 Phone \_\_\_\_\_ Email \_\_\_\_\_  
 College \_\_\_\_\_ Grade Level \_\_\_\_\_ Pathway \_\_\_\_\_  
 College Contact \_\_\_\_\_ Phone \_\_\_\_\_ Email \_\_\_\_\_

#### Coordinator

Name \_\_\_\_\_ Title \_\_\_\_\_  
 Company \_\_\_\_\_  
 Address \_\_\_\_\_ City, State ZIP \_\_\_\_\_  
 Phone \_\_\_\_\_ Email \_\_\_\_\_

#### Worksite Supervisor

Name \_\_\_\_\_ Title \_\_\_\_\_  
 Company \_\_\_\_\_ Industry Sector \_\_\_\_\_  
 Address \_\_\_\_\_ City, State ZIP \_\_\_\_\_  
 Phone \_\_\_\_\_ Email \_\_\_\_\_  
 Preferred form of contact \_\_\_\_\_

#### Job/Internship

Title \_\_\_\_\_ Schedule \_\_\_\_\_  
 Start Date \_\_\_\_\_ End Date \_\_\_\_\_ Compensation \_\_\_\_\_

Duties

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#### Comments/Notes:

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## Learning Objectives

Name \_\_\_\_\_ ID \_\_\_\_\_

Develop learning objectives that are specific to the particular job or internship. Work together to identify reasonable and measurable learning objectives based on academic enrichment or career development potential through the job or Internship, as well as personal development objectives tied to youth development principles.

Academic Enrichment and Career Development Learning Objectives		
These objectives are related to workplace opportunities that enhance academic learning as well as the student's career interests. The student, worksite supervisor, and coordinator determine what learning opportunities are available and appropriate and set learning objectives together.		
Learning Objectives	Date Established	Date Met
Comments		

Personal/Youth Development Learning Objectives		
These objectives are related to workplace or program opportunities to address personal and youth development learning objectives. The student, worksite supervisor, and coordinator determine what learning opportunities are available and appropriate and set learning objectives together.		
Learning Objective	Date Established	Date Met
Comments		

**Worksite Supervisor Evaluation**     Midpoint     Final

Identify specific skills that may be developed and demonstrated during the experience and enter below. The worksite supervisor completes the evaluation at the midpoint and completion of the experience.

Student \_\_\_\_\_ Supervisor \_\_\_\_\_

WORK-READY SKILL	PERFORMANCE EXPECTATIONS	Not Exposed	Training Level	Improving Towards Entry Level	At Entry Level	Exceeds Entry Level
ATTENDANCE	Understands work expectations for attendance and adheres to them. Notifies the supervisor in advance in case of absence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TIMELINESS	Understands work expectations for punctuality. Arrives on time, takes and returns from breaks on time. Informs supervisor prior to being late.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WORKPLACE APPEARANCE	Dresses appropriately for position and duties. Wears safety gear when necessary. Practices personal hygiene appropriate for position and duties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INITIATIVE AND SELF-MANAGEMENT	Takes initiative and participates fully. Asks supervisor for next task upon completion of previous one. Identifies problems and proposes improvement strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUALITY OF WORK	Gives best effort, evaluates own work, and utilizes feedback to improve work performance. Pays attention to detail and meets accepted quality standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMUNICATION SKILLS	Communicates effectively, verbally and in writing. Listens attentively and responds appropriately. Uses language appropriate to the work environment. Asks questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RESPONSE TO SUPERVISION	Accepts direction, feedback and constructive criticism with positive attitude and uses information to improve work performance. Completes tasks as asked.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COLLABORATION AND TEAMWORK	Relates positively with co-workers. Works productively with individuals and with teams. Asks for and offers assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMFORT WITH DIVERSITY	Is comfortable with different types of people. Respects diversity in race, gender and culture. Avoids the use of language that stereotypes or demeans others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CRITICAL THINKING AND PROBLEM-SOLVING	Exercises sound reasoning and analytical thinking. Uses knowledge and information from job to solve workplace problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WORKPLACE CULTURE, POLICY AND SAFETY	Demonstrates understanding of workplace culture and policy. Complies with health and safety rules and reports emergencies. Shows integrity, honesty, dedication to work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SPECIFIC SKILLS</b>	<b>PERFORMANCE EXPECTATIONS</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Number of Work-Ready Skills Assessed at or Above Entry Level \_\_\_\_\_

Comments on Student's Talents and Abilities

Time Frame: From \_\_\_\_\_ To \_\_\_\_\_ Total Hours \_\_\_\_\_

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

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

Next Step Recommendations:

## Evaluation Legend

**Not Exposed:** Intern was not provided the opportunity to achieve this objective or demonstrate the skill.

**Training Level:** Preparing to become work ready, but has difficulty completing tasks without prompting. Needs repeated help but does not readily request it. Does not attempt task before asking for or receiving assistance.

**Improving Towards Entry Level:** More work ready. Has difficulty completing some tasks. May attempt task before asking for help. Needs prompting or assistance.

**Entry Level:** Meets and demonstrates the skills at a level equal to what is expected of any employee in a similar position. Completes tasks and work projects with and without help. Improves work using team or supervisor feedback. Meets quality standards.

**Exceeds Entry Level:** Demonstrates mastery of skills at a level above what is expected of any employee in a similar position. Uses information generated personally and by others to improve work quality. Identifies problems before they arise and makes adjustments accordingly. Exceeds work expectations for quality and attends to detail in the development of projects and assignments.

### Sample Learning Objective Topics

Academic, Career and Personal Development  
 Learning objectives can be developed around the following (or other) topics:

#### Academic Enrichment Topics

- ✓ Written communications
- ✓ Reading for knowledge
- ✓ Applying mathematics and analyzing data
- ✓ Applying/using STEM concepts: science, technology, engineering and mathematics
- ✓ Basic computer skills

#### Career Development Topics

- ✓ Knowledge and awareness of potential careers
- ✓ Industry sector history and projections
- ✓ Education requirements

#### Personal Development Learning Objective Topics

- ✓ Leadership
- ✓ Creative thinking/innovation
- ✓ Project management
- ✓ Self-management

### Sample-Specific Skills

Specific skills that may be learned and demonstrated through the experience can be included in the evaluation. These may include some of the following skills:

#### Occupational/Technical Skills

- ✓ Occupational-specific skills
- ✓ Industry-sector skills
- ✓ Industry-wide skills
- ✓ Tools and systems operation
- ✓ Technology operations

#### General Business Skills

- ✓ Customer service skills
- ✓ Telephone skills
- ✓ Planning and organizing
- ✓ Scheduling and coordinating
- ✓ Selecting and using computer applications



## Internship Research Activity

Consider the following questions as part of your preparation for your upcoming internship.

Your name:
Company where you will do your internship:
Company's web address:
Company's physical address:
Company's mission statement:
What is the company's primary business?
In which department (if there is more than one) will you intern?
What can you learn about that department (or if no specific department, what have you learned about the company overall)?
What companies do you think are in competition with your internship company?
After researching your company, what are some questions that you will ask during your internship?
Based on your research, what do you think you will like most about your internship experience? Why?
Based on your research, what is your biggest concern about your internship experience? Why?
If you could complete your internship having learned one thing, what would that be? Why?
What specific skills would you like to acquire through your internship?
Look up the directions for how to get to your internship (from college, from your home, walking, public transportation, driving). Print out the directions so that you can take them with you. Have you printed the directions?
How long will it take you to travel each way to and from your internship?

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## Intern Orientation to the Workplace

Thank you for providing internships to our students! This internship will help prepare them for college and career success, and it starts today. Orientation day is critical for the interns as it helps set the standard for the rest of the internship. Assume the interns have no knowledge of your working environment. Go above and beyond in explaining the following items and periodically check for understanding.

Here is a checklist of items to cover during your internship orientation:

During the Intern Orientation, Give Emphasis to:	
	Kitchen/Break area and proper protocols (i.e. washing dishes, storing food, consuming food, shared utensils or food containers).
	Emergency exits. Point out all emergency exits and the fact that elevators may not be operational during an emergency. Be sure to follow the most practical emergency exit to the location outside where the intern should meet with coworkers during an emergency.
	Copy room. Point out proper protocols to be used in the copy room (i.e. copy codes for projects, disposal and recycling).
	Internship supervisor desk or office area.
	Intern's desk or office area. Point out protocol for eating, recycling, trash, desk cleanliness, etc.
	Conference rooms. Point out how to reserve and use conference rooms and protocols for leaving the room after use.
	Be sure to introduce the intern to as many staff as possible, making introductions, including the person's role in the company. Point out proper methods to communicate with office staff and people to contact or report to when you are away from the office. Always have a second and third point of contact for interns.

General Orientation Checklist:	
	Discuss the use of mobile devices and company property (i.e. proper internet usage).
	Explain the protocol for reporting a completed task.
	Present an overview of company products and services. Interns should have previously done research. Point out organizational structure and functions of various departments.
	Discuss skills the intern wants to develop during the internship.

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## Internship Student Reflection Worksheet

Now that you have completed an internship, take some time reflect on what you experienced and how the internship might affect your college and career plans in the future.

Student name:	College:
Supervisor:	Beginning and end dates of internship:
Company/Organization:	Email address for internship supervisor:

What aspects of the internship were interesting? Which were not? Why?

What did you like about the workplace? What would you change? Why?

Would you consider a career in this field? Why or why not?

What was the most memorable aspect of your internship experience? Why?

What did you learn about the company and its employees? Please explain.

How did the people at the workplace treat one another? Please explain

What technology did you use while interning at the worksite? List what you used, and for what purpose.

If you wanted to work as a professional in the workplace where you interned, what would the job title be? What might you do to prepare in the next five years?

What knowledge and skills are you learning that will be used on the job? Please explain.

What knowledge or skills do you need to strengthen to be successful on the job? Please explain.

Would you recommend other students intern with this company in the future? Circle and explain.

Yes No

Would you recommend other students intern with this supervisor in the future? Circle and explain.

Yes No

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## Work Experience Guide

Work Experience Fact Sheet  
Coordinator Checklist  
Student Checklist  
Faculty Tip Sheet  
Employer Tip Sheet  
Employer Fact Sheet

### Implementation Tools

Work Experience Research Activity  
Work Experience Student Reflection Worksheet  
Work-Based Learning Plan and Evaluation  
What Every Worksite Supervisor Should Know



## Work Experience Fact Sheet

### Work Experience

A Work Experience is a Career Preparation activity in which a student is at a worksite doing real work for pay. The student is held to the same expectations as all employees and is evaluated by the worksite supervisor based on workplace expectations and performance.

Work experiences range from regular, paid employment in summer and/or year-round jobs to subsidized employment and learning-rich work experience. They include both found jobs and those arranged by a college or workforce program. There are also a range of education and training-linked work experience program types defined at the state and federal levels (See State and Federal Work Experience Fact Sheet).

### Work Experiences are designed to ...

- ✓ Promote hands-on, real-world experience in a field of interest.
- ✓ Provide productive value for the employer.
- ✓ Offer opportunities to develop, practice and demonstrate employability skills.
- ✓ Build occupational knowledge.
- ✓ Create awareness of the education needed to be successful in the industry.

### Work Experiences are structured to ...

- ✓ Enable students to practice and prepare for work, potentially in an area of career interest.
- ✓ Help students develop Work-Readiness Competencies.
- ✓ Build knowledge about the education and training needed for a particular job, career path and advancement in the industry.

### Work Experiences are supported by ...

- ✓ Classroom preparation, including research on the industry and participating businesses.
- ✓ Employer orientation and support.
- ✓ Opportunities to reflect upon the experience verbally and in writing.

### Work Experiences are connected to ...

- ✓ Individual career development/training plans.
- ✓ Future work-based learning activities.
- ✓ The student's next steps.

Work experiences are one activity in the continuum of authentic work-based experiences provided to all students engaged in career-related programs or course of study in the Los Angeles/Orange County Regional Consortium colleges.

## Work Experience Support Materials

### Checklists, Tip Sheets and Fact Sheets

- ✓ Coordinator Work Experience Checklist
- ✓ Student Work Experience Checklist
- ✓ Faculty Work Experience Tip Sheet
- ✓ Employer Work Experience Tip Sheet
- ✓ Employer Work Experience Fact Sheet

### Implementation Tools

- ✓ Work Experience Research Activity
- ✓ Work Experience Reflection Worksheet
- ✓ WBL Plan and Evaluation
- ✓ What Every Supervisor Should Know

## Coordinator Work Experience Checklist

Quick tips for Coordinators to help ensure a successful work experience.

### Before the Work Experience ...

- ✓ Define the work experience program structure (time-frame, performance expectations and staff support, for example).
- ✓ Identify all interested faculty members and help them plan for referring students to the opportunities.
- ✓ Orient faculty and encourage them to support and leverage the work experience. Share the Faculty Tip Sheet.
- ✓ Work with faculty and college representatives to create a list of interested and qualified students.
- ✓ Select and refer appropriate candidates for interviews, matched to employer/supervisor specifications.
- ✓ Provide supervisors with the Employer Work Experience Tip Sheet.
- ✓ Determine the worksite supervisor's preferred form and frequency of contact.
- ✓ Distribute and collect appropriate forms.
- ✓ Identify learning objectives and complete the WBL Plan.
- ✓ Address any transportation or safety gear needs.

### During the Work Experience ...

- ✓ If possible, meet with students and worksite supervisors at their workplaces and observe workplace activities. Make sure these visits are pre-arranged with the host and don't disrupt workflow.
- ✓ Regularly assess student progress and impact of the experience.

### After the Work Experience ...

- ✓ Have the supervisor complete the supervisor evaluation and review with the student.
- ✓ Document the work experience. Get feedback from employers and faculty and summarize results using the WBL Activity Evaluation.
- ✓ Help students update their resumes and think about any next steps they would like to take to further their career goals.
- ✓ Work with faculty to coordinate "go deeper" activities to connect the work experience to the classroom and their career goals.
- ✓ Publicize the work experience program and the business that participated by placing a story in the local newspaper or posting on the college or agency webpage.
- ✓ Consider other potential public relations benefits and opportunities.

#### Sample Work Experience Timeline

**Beginning of the college year:** Identify interested faculty members and students who could participate.

**Two months in advance:** Invite business partners to post opportunities.

**One month in advance:** Screen students to employer specifications and have them arrange for interviews with the employer.

**One week in advance:** Confirm selection and make sure the student has proper documentation.

**During work experience:** Visit worksite, if possible, and observe workplace activities. Provide support and address any issues that may arise.

**After work experience:** Send thank-you notes to employers and supervisors and ensure student reflection activities take place.



## Student Work Experience Checklist

A work experience gives you the opportunity to have a real job doing productive work with an employer. Through this experience, you will develop and have the chance to demonstrate professional and occupational skills by addressing a core business function.

You'll also be able to ask questions, practice professional behavior, learn and demonstrate new skills, and become more comfortable communicating with adults.

### Before the Work Experience ...

- ✓ Fill out and turn in any required forms.
- ✓ Meet with faculty and program staff to discuss what you want to get out of the work experience. Identify specific learning objectives.
- ✓ Do some research on the host company and the job. Check out their website and learn as much as you can about the company's history, what they do and how it impacts your community.
- ✓ Research the dress code at the workplace and do your best to mirror it.
- ✓ Make sure you have transportation taken care of to and from the place of business.

### During the Work Experience ...

- ✓ Dress appropriately and arrive on time.
- ✓ Make sure you understand your job assignment and tasks, and don't be afraid to ask questions.
- ✓ Follow through with the goals you set for yourself.
- ✓ Work on your communication skills, including active listening. Always be respectful.
- ✓ Observe and reflect how people act in the workplace. Put your electronics away until the end of your shift each day.
- ✓ Ask your supervisor if he or she would be willing to provide you with a reference after the job is over. Thank them the work contacts for the experience.

### After the Work Experience ...

- ✓ Reflect on the experience. Talk with classmates and faculty and think about your level of interest in pursuing a career in that industry.
- ✓ Participate in classroom or program activities that help you think about the value of the work experience.
- ✓ Update your resume and think about next steps in moving your career forward.
- ✓ Send a follow-up email thanking the employer/supervisor for his or her time.
- ✓ Ask your supervisor if you can use him/her as a reference.
- ✓ Complete the evaluation form.

### Getting Ready for Your First Day

- ✓ Map out employer location and make plans to get there 10 minutes early.
- ✓ Dress professionally.
- ✓ Bring your ID and any other forms that you need.
- ✓ Know the name of your supervisor and who to ask for when you get there.



## Faculty Work Experience Tip Sheet

### Work Experiences are designed to ...

- ✓ Promote hands-on, real-world experience in a field of interest.
- ✓ Provide productive value for the employer.
- ✓ Offer opportunities to develop, practice and demonstrate employability skills.
- ✓ Build occupational knowledge.
- ✓ Create awareness of the education needed to be successful in the industry.

### Before the Work Experience ...

- ✓ Review the Work Experience Fact Sheet and this tip sheet.
- ✓ Assess how the work experience can support classroom activities and help meet curriculum goals.
- ✓ Have each student
  - Identify learning objectives for the job with the student(s) and record in the WBL Plan
  - Research the job, the host company and the careers it offers.
  - Find out if certain dress or safety gear is required
- ✓ Distribute and collect any required forms.

### During the Work Experience ...

- ✓ Design and coordinate concurrent learning activities in the classroom, so the work experience is not an isolated activity but is connected to academic learning.
- ✓ Provide opportunities for students to reflect on the experience in the classroom, both verbally and in writing.

### After the Work Experience ...

- ✓ Continue to provide reflection activities for students and help them make the connection between what they're learning and the workplace.
- ✓ Help the student(s) update their resumes and think about any next steps they would like to take to further their career goals.
- ✓ Assess and document the impact and value of the work experience and discuss the completed worksite supervisor evaluation with the student(s).
- ✓ Work with the coordinator and utilize employer, faculty and student feedback to improve future work experiences. (Use the WBL Activity Evaluation.)

### Go deeper

- ✓ Make the work experience part of a project and have the student(s) prepare and deliver a presentation to others at your college about the host company.

### The Classroom Connection: Preparation and Reflection

#### Before the Work Experience:

Set the student(s) up for success by having them:

- ✓ Research the job, company and industry of the employer.
- ✓ Discuss how the work experience can help them meet learning objectives.

#### After the Work Experience:

- ✓ Spark student reflection with an activity.
- ✓ Ask, "What new things did you learn from this job and what skills did you acquire?"
- ✓ See if they want to find out more or explore different jobs and careers in the employer's industry.



## Employer Work Experience Tip Sheet

Thanks for agreeing to hire one of our students and provide them with valuable work experience. As you think about how to best prepare for the experience, keep the following success factors in mind.

### Before the Work Experience ...

- ✓ Work with the coordinator to develop a job description.
- ✓ Interview, select and hire the student.
- ✓ Review the informational packet provided to you by the coordinator.
- ✓ Provide website link(s) about the job, your company and industry to help students prepare for the work experience.
- ✓ Work with the coordinator to help define ways in which the work experience can align with and support the curriculum.

#### Did You Know?

While working at your company, students are learning about your industry and are considering how they might prepare for a career.

LAOCRC students are studying in the context of a career pathway and preparing for a career in your industry.

Students who experience early employment while in college enjoy higher completion rates and better employment outcomes later in life.

### During the Work Experience ...

- ✓ Provide a workplace orientation for the student.
- ✓ Review the Work Readiness Skills document provided by the coordinator and reinforce those concepts when possible.
- ✓ Consider if there are opportunities for students to be exposed to a range of jobs in your organization.
- ✓ Identify opportunities that will support the student's academic, occupational and employability skill development and assist them in working toward learning objectives.
- ✓ Think about ways you can serve as both a coach and supervisor.
- ✓ Communicate successes and opportunities to the coordinator and student.
- ✓ Use the WBL Training Plan and Evaluation to assess the student's performance at a mid-point and completion of the work experience. Discuss it with the student and the coordinator.

### After the Work Experience ...

- ✓ Provide feedback to the coordinator to improve future work experiences.
- ✓ If you're comfortable doing so, offer to stay in touch via email or LinkedIn.
- ✓ Hold a debriefing session internally at the company to review the effectiveness of the work experience program and make suggestions for improvement.
- ✓ Consider how you might use the work experience to promote your company's visibility in the community.

### Go deeper

- ✓ Talk to the coordinator about being a guest speaker in the classroom, participating in a mock interview or hosting students for job shadows and/or internships.



## Employer Work Experience Fact Sheet

Work experiences offer students the opportunity to be at a worksite doing real work for pay. The experience can be regular, paid summer or year-round employment, or it may be learning-rich, subsidized employment.

While delivering productive work for pay, students also work on developing and demonstrating professional and occupational skills, communicating effectively and being a productive part of the team. The student is held to the same expectations as all employees and is evaluated by the workplace supervisor based on workplace expectations and performance.

**Employer/Student Ratio:** 1:1

**Duration:** Varies, can be summertime or year-round

**Frequency:** One time

**Location:** Worksite

**Costs:** Wages (may be subsidized)

**Special Considerations:** Supervisor selection. Labor laws and safety considerations. Impacts on personnel policies.

### Why are work experiences important for students?

- ✓ Everyone needs a first job or experience in a field of interest, and for many, participation in a work experience program provides that opportunity.
- ✓ Work experiences expose students to potential careers and jobs and help build work-readiness skills and occupational knowledge.
- ✓ They provide a context for learning and foster an understanding of how academic concepts are applied in a real-world setting.
- ✓ They illustrate the education and training needed for entry into certain occupations and careers.
- ✓ They let students know about your company's processes and products/services and the role your business plays in the community.

### What are the benefits to my company?

- ✓ Students are engaged in a core productive activity in your company.
- ✓ Exposes potential future workers to advanced job opportunities and careers with your company, as well as the required skills and education to be successful in your industry.
- ✓ Introduces students to one or more of your employees.
- ✓ Helps your employees understand how to better communicate with the next generation of workers.
- ✓ Provides leadership development opportunities for your existing workforce.

### What do I need to do next?

- ✓ Determine who will supervise the student during the experience and have that person connect with the work-based learning coordinator or student to address scheduling, planning and logistics.
- ✓ Arrange for a presentation to those employees who will participate in the work experience.
- ✓ Distribute the Employer Work Experience Tip Sheet to identified supervisors.
- ✓ Consider any impacts on company policy.

### Resources

- ✓ Review the Employer Participation Options Fact Sheet to learn more about how to get the most out of your partnership with the Los Angeles/Orange County Regional Consortium.



## Work Experience Research Activity

Consider the following as part of your preparation for the upcoming work experience.

Student name:
Host company:
Company's web address:
Company's physical address:
Company's mission statement:
What is the company's primary business?
What departments exist within the company?
What companies do you think are in competition with the host company?
After researching the company, what are some questions that you will ask your supervisor?
Based on your research, what do you think you will like most about the work experience?
Based on your research, what is your biggest concern about the work experience?
If you could come away from the work experience having learned one thing, what would that be?
Anything else you learned while doing your research that will help you get more out of the experience?

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## Work Experience Reflection Worksheet

Now that you have completed your work experience, take some time reflect on what you learned and how the experience might inform your college and career plans in the future.

Your Name:

College:

Career Pathway:

Host Company:

Work Date Range:

What aspects of the work experience were interesting? Which were not? Why?

What did you like about the work experience? What would you change?

Would you consider a career in the host company's field? Why or why not?

What was the most memorable aspect of the work experience? Why?

What did you learn about the host company and its employees? Please explain.

What knowledge and skills are you learning in class that would likely be used at the host company? Please explain.

What knowledge or skills do you need to strengthen to be successful at a workplace like the host company's? Please explain.

Would you recommend that other students participate in a work experience with this employer? Explain.

Anything else you'd like to say about the work experience?

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## Work-Based Learning Activity Evaluation

Host/Volunteer

Coordinator

Faculty Member

WBL Activity Type _____ Date(s) _____ Employer Partner _____ School _____ Industry/Career Pathway _____ # of Students _____ <p style="text-align: center;">Please Rate your experience by circling a number below.          4=Strongly agree    3=Agree    2=Disagree    1=Strongly disagree</p>	
I understood the purpose of the activity and my role in it prior to the experience.	4   3   2   1
The experience was valuable and worth my time and effort.	4   3   2   1
I felt supported in making the experience a success.	4   3   2   1
I would participate in this or another LAOCRC work-based learning activity in the future.	4   3   2   1
Comments or Ideas:	



## Work-Based Learning Activity Evaluation

### Student

WBL Activity Type _____ Date(s) _____ Employer Partner _____ School _____ Industry/Career Pathway _____ # of Students _____ Please Rate your experience by circling a number below. 4=Strongly agree    3=Agree    2=Disagree    1=Strongly disagree	
I understood the purpose of the activity and what was expected of me ahead of time.	4 3 2 1
The experience was valuable and worth my time and effort.	4 3 2 1
I felt supported by the adults involved with this activity.	4 3 2 1
This is a career pathway I would be interested in pursuing in the future,	4 3 2 1
I would like to participate in this or another work-based learning activity in the future	4 3 2 1
Comments or Ideas:	



## Your Company and The LAOC Regional Consortium

### What is The LAOC Regional Consortium?

The Los Angeles/Orange County Regional Consortium (LAOCRC) consists of 28 community colleges. It serves as a regional framework to communicate, coordinate, collaborate, promote and plan a career and technical education, and workforce and economic development system in the Los Angeles/Orange County Region.

In today's world, community colleges play a leading and vital role in preparing students to enter a rapidly changing employment landscape. Calibrated training and specialized skills are particularly needed for students to succeed in the Los Angeles/Orange County region's highly competitive, knowledge-driven industries.

To meet this challenge, the Los Angeles/ Orange County Regional Consortium, the Los Angeles Economic Development Corporation, the Los Angeles Area Chamber of Commerce, Goodwill Southern California and Bixel Exchange have partnered to ramp up workforce training for students from underrepresented backgrounds in key industry sectors with bright futures.

This effort aims to systematically create more and better quality work-based learning opportunities for students by engaging and inspiring employers and educators to invest in training our next generation of workers. This is especially crucial in a region that has become a major hub for emerging industries and new work models that are fueling future job growth.

### What are the benefits of my company's participation?

**Partnering with the LAOCRC can help you build and retain your future workforce.**

The LAOC Regional Consortium is a direct response to the ongoing skills gap that can exert a drag on the local economy and frustrate employers as they seek to hire qualified and experienced candidates. By opening their place of business to students and providing them with high-value, work-based learning opportunities, employers are able to expose students to their business and industry and benefit from productive student work. Employers can observe potential future employees in a "long-term interview" context and participate in shaping their future workforce by connecting with college faculty and the classroom. Students also provide access to a customer resource and a fresh point of view. An employer benefits from a more productive and engaged workforce and by offering leadership and supervisory skills development opportunities to its current workers.

LAOCRC is first and foremost an opportunity for companies to support and develop highly skilled and productive future potential employees. Participation in LAOCRC also helps build awareness of the employer's role in the community and offers a public relations benefit.

### Why is LAOCRC important for students, schools and my community?

**LAOCRC fast tracks students to their personal career goals.**

Students pursue a career pathway focused on their long-term goals through a course of study with an area community college, which provides an incentive to persist and complete their education. They earn an industry-recognized credential and/or graduate with an AA/AS degree, direct workplace experience with partner employers and a firm foundation for entry into the workforce.

**LAOCRC promotes better outcomes for schools and increases college completion rates.**

LAOCRC helps our community colleges deliver a 21st century education. The community college structure provides multiple pathways for students, incentives for project-based and applied learning and opportunities for cross-disciplinary integration in the classroom. It offers students the chance to explore a career path while preparing them to become contributing members of their community. Participation in a LAOCRC career pathway expands the college's awareness of the economy and increases educator knowledge of area businesses and jobs as well as an understanding of the challenges industry faces.

**LAOCRC strengthens communities.**

It helps align education, workforce and service systems to promote a strong economic future and build an engaged citizenry. LAOCRC provides a robust local talent pipeline and helps the local economy grow and retain its workforce.

### How can my company participate?

There are many ways that employers can partner with LAOCRC. While employer involvement in each of the following activities is critical to the program's success, employer partners are not expected to participate in all activities. LAOCRC partner intermediaries will work with you to help select the activities that make the most sense for your business. Here are some options to consider:

1. **Serve on an Industry Advisory Board or Steering Committee.**
2. **Help us map the skills needed for success in high-demand occupations in your industry.**
3. **Provide work-based learning experiences for LAOCRC students:**
  - ✓ **Guest Speaker** – a career awareness activity where an employer partner visits a classroom and provides a presentation on their company, industry and occupation. Guest speakers also address the application of academics in a real-world context.
  - ✓ **Workplace Tour** – a career awareness activity in which small groups of students visit a workplace, learn about the business, meet employees, ask questions and observe work in progress. Teachers also benefit from exposure to the workplace.
  - ✓ **Immersive Workshops** – a career exploration activity that introduces students to a core component of your business by providing a hands-on learning experience. Examples include hackathons, business competitions and design and product challenges.
  - ✓ **Informational Interview** – a career exploration activity where a student interviews an employee of a partner business about his/her career and industry.
  - ✓ **Job Shadowing** – a career exploration activity where a student is paired with an employee of a partner business and follows that employee during much of a regular workday, experiences the workplace, explores a particular occupation, learns about the business, connects with a working adult and observes work in progress.
  - ✓ **Work Experience** – a career preparation activity where a student develops and demonstrates professional and occupational skills by working for pay with a partner employer. The primary relationship for the student is as an employee. In some cases, schools can offer credit for the experience, through a number of programs.

- ✓ **Internship** – a career preparation activity where a student has the opportunity to learn by doing real work and being productively engaged in the workplace. Students may work in teams, rotate through a number of departments and job functions, or work on a project of interest to the student and productive value to the employer partner. The primary relationship is student to learning with the job being the conduit to the learning.
- ✓ **Workplace Challenge** – a career preparation activity where small groups of students (4-6 per team) are engaged in solving a problem or challenge issued by a partner employer in consultation with an LAOCRC faculty member.
- ✓ **Career Mentoring** – a career exploration activity in which a student is matched one-on-one or in small groups with an adult professional in a chosen field of interest to explore potential careers and related educational issues.
- ✓ **Apprenticeship** – a career preparation activity designed to prepare an individual—generally a high school graduate—for (primarily) careers in the skilled crafts and trades, although many new industry sectors have launched apprenticeship programs in recent years. Apprenticeships consist of paid, on-the-job training supplemented by related classroom instruction. Apprenticeship training usually requires one to five years to complete, depending on which occupation is chosen.

The Los Angeles/Orange County Regional Consortium delivers authentic workplace experiences for its students in partnership with intermediary partners and employers. The program offers strategies and support to limit the burden on employers and increase the educational value of these experiences for students. All workplace experiences are highly structured and supported by LAOCRC partner staff. While the full range of authentic work-based learning experiences is provided to every student, employer partners provide the opportunities that are a good fit with their business.



## **Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act**

This fact sheet provides general information to help determine whether interns must be paid the minimum wage and overtime under the Fair Labor Standards Act for the services that they provide to “for-profit” private sector employers.

### **Background**

The Fair Labor Standards Act (FLSA) defines the term “employ” very broadly as including to “suffer or permit to work.” Covered and non-exempt individuals who are “suffered or permitted” to work must be compensated under the law for the services they perform for an employer. Internships in the “for-profit” private sector will most often be viewed as employment, unless the test described below relating to trainees is met. Interns in the “for-profit” private sector who qualify as employees rather than trainees typically must be paid at least the minimum wage and overtime compensation for hours worked over forty in a workweek.\*

### **The Test For Unpaid Interns**

There are some circumstances under which individuals who participate in “for-profit” private sector internships or training programs may do so without compensation. The Supreme Court has held that the term “suffer or permit to work” cannot be interpreted so as to make a person whose work serves only his or her own interest an employee of another who provides aid or instruction. This may apply to interns who receive training for their own educational benefit if the training meets certain criteria. The determination of whether an internship or training program meets this exclusion depends upon all of the facts and circumstances of each such program.

The following six criteria must be applied when making this determination:

1. The internship, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment;
2. The internship experience is for the benefit of the intern;
3. The intern does not displace regular employees, but works under close supervision of existing staff;
4. The employer that provides the training derives no immediate advantage from the activities of the intern; and on occasion its operations may actually be impeded;
5. The intern is not necessarily entitled to a job at the conclusion of the internship; and
6. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.

If all of the factors listed above are met, an employment relationship does not exist under the FLSA, and the Act’s minimum wage and overtime provisions do not apply to the intern. This exclusion from the definition of employment is necessarily quite narrow because the FLSA’s definition of “employ” is very broad. Some of the most commonly discussed factors for “for-profit” private sector internship programs are considered below.

### **Similar To An Education Environment And The Primary Beneficiary Of The Activity**

In general, the more an internship program is structured around a classroom or academic experience as opposed to the employer's actual operations, the more likely the internship will be viewed as an extension of the individual's educational experience (this often occurs where a college or university exercises oversight over the internship program and provides educational credit). The more the internship provides the individual with skills that can be used in multiple employment settings, as opposed to skills particular to one employer's operation, the more likely the intern would be viewed as receiving training. Under these circumstances the intern does not perform the routine work of the business on a regular and recurring basis, and the business is not dependent upon the work of the intern. On the other hand, if the interns are engaged in the operations of the employer or are performing productive work (for example, filing, performing other clerical work, or assisting customers), then the fact that they may be receiving some benefits in the form of a new skill or improved work habits will not exclude them from the FLSA's minimum wage and overtime requirements because the employer benefits from the interns' work.

### **Displacement And Supervision Issues**

If an employer uses interns as substitutes for regular workers or to augment its existing workforce during specific time periods, these interns should be paid at least the minimum wage and overtime compensation for hours worked over forty in a workweek. If the employer would have hired additional employees or required existing staff to work additional hours had the interns not performed the work, then the interns will be viewed as employees and entitled compensation under the FLSA. Conversely, if the employer is providing job shadowing opportunities that allow an intern to learn certain functions under the close and constant supervision of regular employees, but the intern performs no or minimal work, the activity is more likely to be viewed as a bona fide education experience. On the other hand, if the intern receives the same level of supervision as the employer's regular workforce, this would suggest an employment relationship, rather than training.

### **Job Entitlement**

The internship should be of a fixed duration, established prior to the outset of the internship. Further, unpaid internships generally should not be used by the employer as a trial period for individuals seeking employment at the conclusion of the internship period. If an intern is placed with the employer for a trial period with the expectation that he or she will then be hired on a permanent basis, that individual generally would be considered an employee under the FLSA.

### **Where to Obtain Additional Information**

This publication is for general information and is not to be considered in the same light as official statements of position contained in the regulations.

**For additional information, visit our Wage and Hour Division Website: <http://www.wagehour.dol.gov> and/or call our toll-free information and helpline, available 8 a.m. to 5 p.m. in your time zone, 1-866-4USWAGE (1-866-487-9243).**

**U.S. Department of Labor**  
Frances Perkins Building  
200 Constitution Avenue, NW  
Washington, DC 20210

**1-866-4-USWAGE**  
TTY: 1-866-487-9243  
[Contact Us](#)

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\* The FLSA makes a special exception under certain circumstances for individuals who volunteer to perform services for a state or local government agency and for individuals who volunteer for humanitarian purposes for private non-profit food banks. WHD also recognizes an exception for individuals who volunteer their time, freely and without anticipation of compensation for religious, charitable, civic, or humanitarian purposes to non-profit organizations. Unpaid internships in the public sector and for non-profit charitable organizations, where the intern volunteers without expectation of compensation, are generally permissible. WHD is reviewing the need for additional guidance on internships in the public and non-profit sectors.

## The Work and Learning Process

### What Every Worksite Supervisor Should Know

There are many ways to supervise people and get a job done, and many ways to teach people new skills. Supervising a learning-rich task requires a supervisor who is more of a coach than a boss. Supervisors must ask themselves the following questions.

#### What work needs doing that is of value to the organization?

Make sure the project and its tasks have some real benefit to the company. People know when they are doing make-work. Real goals foster real effort and accomplishments foster and raise higher self-esteem.

#### How will student workers be directed to do the task?

The key here is to offer advice rather than answers. That advice usually comes in the form of a question, which facilitates the young adult worker to arrive at his/her own conclusions. As an expert, we want to share all of our knowledge in our particular discipline. However, the best way for young adults to learn is through exploration. This doesn't mean that answers are never given, but rather that there are multiple options, solutions, and answers. The responsibility is to coach the young adults in discovering solutions.

#### What should the young workers learn?

In addition to learning the skills they need to accomplish the project at hand, young adults are learning skills that are transferrable and applicable to a broad range of jobs. Encourage young workers to think about what other ways they might use the skills they are currently practicing. Ask them to share what skills they think they're learning.

#### How will they best learn it?

We know from research that people learn best in an authentic context; that is, they learn skills by using the skills, and by reflecting on what they have done. As young adult workers progress through their work, have them reflect on their work and learning in a journal, in group discussions, and on their own.

#### What is the supervisor's role in this process?

There are at least two roles: 1) the supervisor, and 2) the coach. The supervisor makes sure that the work gets done, and young adult workers understand the consequences if it does not. It's important that both the supervisor and the young adult agree on clearly articulated expectations. The second role is much more complex, and is a critical element to the success of both the supervisor's and young adult's work experience. In the role of coach, adults encourage young people throughout the process and encourage them to learn new things through what they're doing. The coach prods young workers to learn from and improve upon their performance. The coach asks questions to encourage young people to think about possible solutions rather than giving answers. If you give them the answers, they will learn not to find their own. If you give them thoughtful questions, they will learn to seek and find the information they need to produce solutions.

Adapted from: Work-Based Learning: Learning to Work; Working to Learn; Learning to Learn,  
 Strumpf, Center for Strategic Change



## LAOCRC WBL Resource Center Sources

The contents of the WBL Resource Center draw heavily on Work-Based Learning Toolkits created by New Ways to Work with the State of California, the Kansas City, Kansas Public Schools, Earn & Learn East Bay, NYS P-TECH and the New York City Departments of Education and Youth and Community Development.

### New Ways to Work

**The Quality Work-Based Learning Toolkit**, California Governor’s School-to Career Advisory Council with BaySCAN, San Francisco Labor Council, Labor Occupational Health Program, LEED Sacramento, UNITE LA, Tulare County Workforce Coalition and the Bay Area Council. Built to support implementation of the School-to-Work Opportunities Act in California. 1998, 2000

**Quality Work-Based Learning Toolkit**, Kansas City, Kansas Public Schools with New Century Connections, a partnership of the Kansas City, Kansas (KCK) Public Schools and the KCK Area Chamber of Commerce. 2003

**Creating Quality Work-Based Learning**, 2008, 2010, 2014, 2016, 2018

**Work-Based Learning Toolkit**, New York City Department of Education with Grant Associates. An interactive web-based toolkit built primarily for NYC high schools that serve students engaged in CTE programs – aligned with state standards. 2016, 2017, 2018

**Work-Based Learning Toolkit**, New York City Youth and Young Adult Career Pathways, with Workforce Professionals Training Institute and NYC Department of Youth and Community Development. Adapted to serve youth and young adults engaged in career pathway programs in the city’s youth workforce development system programs. 2018

**Work-Based Learning Toolset**, Earn & Learn East Bay, Contra Costa County Office of Education, Contra Costa County Workforce Development Board. Created to support high school and community college students in the region’s Career Pathway programs as well as those engaged through the county’s WIOA youth program). Includes an employer engagement guide and tools. 2016, 2017

**Work-Based Learning Toolkit**, New York State P-TECH, The Public Policy Institute of New York. Created for P-TECH partnerships serving students in the P-TECH 9-14 model in communities across the state of New York. Includes an employer engagement guide and tools. 2016

### Additional materials contributed by NAF

- Intern Orientation to the Workplace, 2015
- Internship Student Reflection, 2015
- Internship Student Research Activity, 2015
- Internship Work and Learning Plan, 2015
- Job Shadow Overview, 2015
- Worksite Tour Preparing Students, 2015
- Worksite Tour Research Activity, 2015
- Worksite Tour Sample Agenda, 2015
- Worksite Tour Student Reflection, 2015