

BUSINESS FORMS

BENEFITS/EXPECTATIONS: BUSINESS EXPECTATIONS

- Recruit a skilled workforce.
- Promote good public relations.
- Increase awareness and knowledge for teachers and students pertaining to the types of careers available within the region.
- Improve teacher awareness of the work ethic and interpersonal skills needed in today's business world.
- Participate in the educational process by establishing working relationships between business and education.
- Provide teacher "real life" experiences to enhance classroom teaching.
- Drive rigorous academic and technical curricula to give students the skills needed in today's business world.
- Establish prerequisite student skills and expectations, and orientate teachers prior to work-based learning.

SAMPLE LETTER FOR GROUP WORK-BASED LEARNING

Date

Address
Address
Address

Dear Name:

Many thanks for agreeing to participate in the Summer Business and Industry Institute for teachers. What a valuable learning experience this will be for our teachers'. The primary goal is to increase instructor knowledge of relevant academic and technological skills needed in today's business world and transferring that knowledge to classroom instruction.

At this time, approximately 30 teachers are planning to participate in the institute. Teachers from (school names) have been invited.

Enclosed is a list of the Summer Institute goals and potential benefits for you and the teachers. Also enclosed is an agenda for the week. Please review the agenda and let me know if you have any questions or concerns.

Please let me know the location for our group to arrive for your company tour. Also let me know who will be making the CEO presentation for your company so we can have the correct names included in the final agenda. Enclosed is an outline with topics to consider for the CEO presentation.

During the facility tour, we would like for teachers to see math, science, communication, and technology applications that are used routinely in your company. We have enclosed a list of academic competencies that might assist you as you consider appropriate applications to share with the teachers. If you need more information, please call me.

Once again, thank you for your willingness to provide such a great learning opportunity for our teachers.

Sincerely,

Permission granted from Project Partners Partnership

TEACHER APPLICATION

Name _____

Current Position/Title _____

School _____

Business/Industry Mentor _____

Company _____

Teacher Agreement

In accepting this internship assignment, I agree to:

- Follow all rules and policies of the company.
- Adhere to the training plan jointly developed by the company and the intern.
- Evaluate the internship experience by communicating successes of this experience and completing a written report to the sponsoring company.

Business/Industry Agreement

As a partnering company in the teacher/counselor intern program, we agree that the intern will be:

- Employed as an interim employee only.
- Compensated by consortium.
- Assigned to a company mentor who will develop the training plan and will coordinate the intern's activities.
- Provide opportunities to learn new skills and technologies.
- Informed about employee requirements and personnel needs.

Intern Job Title _____

Start Date _____ Concluding Date _____

Business/Industry Sponsor _____ Date _____

Applicant's Name _____ Date _____

TEACHER APPLICATION

Name _____ Social Security No. _____

Home Address _____ City _____ ZIP _____

School District _____ Grade or Subject _____

School Telephone _____ Fax _____

Business and Industry Partner _____

Business Location _____

Business Contact Person _____ Phone _____

Teacher Agreement. In accepting this opportunity to intern with the business listed above, I agree to:

- Intern _____ hours (number of hours) in this place of business.
- Follow all policies and safety procedures of business while on site.
- Conduct myself in a professional manner at all times.
- Keep a log of experiences and information researched during the internship.
- Write a news release for the local newspaper regarding my experience.
- Transfer knowledge to my students and peers by selecting one of the following options—
 - (a) doing a presentation for School-to-Work meeting or workshop
 - (b) doing a presentation for an in-house departmental meeting or faculty meeting
 - (c) writing and presenting a lesson plan incorporating information and experiences gained during this internship

Teacher

Business Representative

Principal

Date of Internship _____
Presentation Date _____

Permission granted from P.R.O.S. Partnership
Make sure that both parties retain a copy.

SHADOWING/INTERNSHIP AGREEMENT THE CHARLES MACHINE WORKS, INC./AGRICULTURAL EDUCATION

The Charles Machine Works, Inc., Oklahoma Department of Vocational and Technical Education, and the Billings school district believe that the education of students should be a partnership. This agreement will establish The Charles Machine Works, Inc./Agricultural Education internship partnership, and through this partnership all will benefit. The partners agree that this program will be educational in nature and strive to prepare teachers through academics and workplace skills. The goal of the program is to provide teacher knowledge of relevant academics and technological skills needed in today's business world and to transfer that knowledge to classroom instruction.

Definitions:

Shadowing - The shadowing portion of the program is defined as a worksite experience in which the teacher agrees to spend approximately 40 hours with mentors in specific work areas at The Charles Machine Works, Inc. The schedule will be worked out on an individual basis with the company. The teacher will be observing and participating in the work performed at the identified work areas. However, the shadowing experience is not intended to be employment nor is the work performed intended to be productive. The purpose of shadowing is to help the teacher put to use the skills learned and prepare the teacher for possible selection into the internship program that follows.

Internship - The internship portion of the program is defined as a paid work experience in which the student is an employee of the company for the summer. The intern will be required to perform duties and tasks assigned. In addition, the intern will be expected to adhere to the following criteria:

- Arrive at work on time.
- Adhere to the workday time schedule.
- Dress appropriately.
- Perform as a responsible employee.

The internship should include a wide variety of work experiences. Also, employment should be similar to the status of other employees of The Charles Machine Works, Inc. However, the internship program is limited to a specific time frame and at no point are teachers guaranteed employment on a full-time basis after completion of the internship.

Other Items:

- Teachers participating in shadowing will be selected by a team; however, if at any point during the shadowing the mentor or the teacher determines that this experience is not appropriate for the teacher, the experience will be terminated. If the mentor or teacher feels that more instruction is needed after the initial visit, the teacher's schedule will be altered. In addition, if at any time the teacher does not fulfill his/her obligation to the project, the teacher's experience may be terminated.
- Teachers participating in the internship will be selected by The Charles Machine Works, Inc., through an application and interview process. Upon selection, all interns will be evaluated similar to all employees of The Charles Machine Works, Inc., and subject to the rules and regulations of the company.

- *All teachers participating in the shadowing and/or internship programs are obliged to hold in confidence all confidential proprietary information of The Charles Machine Works, Inc., and never use any such information except in the performance of their duties under these programs. Upon request of The Charles Machine Works, Inc., the teacher will sign a separate Non-Disclosure Agreement, as may be reasonable under the circumstances.*
- *Teachers participating in the shadowing and/or internship programs acknowledge that they will be covered as employees under the worker's compensation policy of The Charles Machine Works, Inc., during the term of the internship, and that this policy will be the exclusive remedy for any personal injuries which may be suffered by teachers while working in the shadowing and/or internship program.*
- Mentors for shadowing will be selected by The Charles Machine Works, Inc.
- Mentors will be provided training before the shadowing begins _____ .
(Date)
- The project may be terminated by either partner if deemed necessary.
- The Oklahoma Department of Vo-Tech will assist in the project as needed.

We agree to abide by the structure of the Internship Partnership as set by this agreement:

The Charles Machine Works, Inc.

Oklahoma Department of Vo-Tech

Billings High School

**ADMINISTER THE SCHOOL-TO-WORK PROGRAM:
THE CHARLES MACHINE WORKS, INC.**

Purpose To successfully administer the school-to-work partnership between vocational education students and CMW.

When Begin in September of each year

Materials This job aid, School-to-Work File

Prerequisite Knowledge

- a) Understand specifics and purposes of the program.
- b) Read "School to Work: From Learning to Earning."
- c) Read letter from Cynthia Lampkin, U.S. Department of Labor.
- d) Understand the Worker's Compensation situation.
- e) Possess good communication skills.

| Action | Time Activate When? | Do this: |
|---|---------------------|--|
| 1. Identify areas to shadow. | September | a) Contact Divisional Managers. b) Explain the program, if needed. c) Determine what specific areas will be involved. d) Find out how many students each area can accommodate. e) Ask for names of employees willing to be mentors. |
| 2. Contact Program Supervisor of the Oklahoma Department of Vocational and Technical Education (ODVTE). | September | <ul style="list-style-type: none"> • Set up appointment to discuss the details of the program. • Arrange for plant tour, if needed. |
| 3. Gather set of skills/knowledge students need prior to shadowing. | October | Get this from mentors/supervisors. |
| 4. Arrange instructor visit. | October | <ul style="list-style-type: none"> • Work through program supervisor of ODVTE on this. • Arrange a visit with mentors and their supervisors followed by a plant tour of areas to be shadowed (scheduled for 10/28/96). • Give instructors set of skills/knowledge students need prior to shadowing. • Get list of students to be involved. |
| 5. Arrange mentor training. | November | <ul style="list-style-type: none"> • Work through Program Supervisor of ODVTE on this. • Schedule two hours in length. • Hold this prior to the pre-shadowing visit (see Action no. 7). |
| 6. Prepare two copies of the agreements for distribution at the Dec. pre-shadowing visit. | November | <ul style="list-style-type: none"> • Agreements located in o:\data\hrd\stw\students\vo_ag\agreemnt\internsh.doc & shadow.doc • Personalize the agreements with proper school names and student names for signing. |

| Action | Time Activate When? | Do this: |
|--|----------------------|--|
| 7. Arrange pre-shadowing visit with students, mentors, instructors, and parents. | November or December | <ul style="list-style-type: none"> • Hold the mentor training prior to this meeting. • Overview the program. • Have mentors and students introduce themselves. Mentors - what they do. • Pair students with mentors for a tour and get acquainted time. After students have rotated through all areas, they will need to decide which areas they want to shadow. They may choose one or two of the areas. • Remind instructors that students need to choose the one or two areas they wish to shadow prior to their next visit. |
| 8. Get an outline of instruction or goals from each Ditch Witch area to be shadowed. | December | <ul style="list-style-type: none"> • Need goals from each area to be shadowed and time tables (how many visits should it take to achieve the goal). |
| 9. Agreement signing/safety, company rules, and policies. | December | <ul style="list-style-type: none"> • Arrange for photographs to be taken of students and mentors. • Advise teachers and students of rules (i.e., students sign in with Receptionist; mentors meet students in lobby and take them to work area; if students miss shadowing twice without calling ahead, they are out of the program). • Discuss mentor evaluation forms and Daily Logs (explain importance and reasons for these). Note: May want to hand out example of each. • Get day and time students will be able to shadow each week. Also get list of school holidays. • Make up schedule with students in different areas. Work with mentors to fill in who will take which students on what days. Note: Try to complete students' schedules before they leave. • Have agreements signed by instructors, students, and parents. Note: Coordinate this in conjunction with photographs. After they are signed, give one copy to the instructors and hold the other copy for our files. Note: Parents' agreements must be signed and returned before shadowing can begin. |

| Action | Time Activate When? | Do this: |
|---|----------------------------|---|
| 9. Agreement signing/safety, company rules, and policies (Continued). | December | <ul style="list-style-type: none"> • Go over safety and general company rules and policies (two hours/Safety Coordinator for general safety and a mentor from each area to go over specific safety issues for that area. You should cover the general company rules and policies). <p>Note: This is mandatory for all students.</p> |
| 10. Prepare Student's Evaluation of Mentor forms. | During Shadowing | <ul style="list-style-type: none"> • Students should fill out and give to you for each of their mentors. Note: At least one per area sometime during the shadowing experience. • If you see a problem, it is your responsibility to be sure it is worked out. |
| 11. Be sure students have Daily Log forms for each visit. | During Shadowing | <ul style="list-style-type: none"> • Mentor should fill out after each visit. • Student should take back to instructor. |
| 12. Prepare weekly sign-in sheets. | Each week during shadowing | <ul style="list-style-type: none"> • Give to receptionist for students to sign in. • File after each visit. |
| 13. Hold a meeting with the mentors, instructors, and Program Supervisor. | February | <ul style="list-style-type: none"> • How's it going? • Any changes needed? |
| 14. Arrange for photographs to be taken of students on the job. | March | <ul style="list-style-type: none"> • Program Supervisor of ODVTE should be able to arrange this through the ODVTE. • Ask them to distribute these to area newspapers (focus on student accomplishments). |
| 15. Arrange for 18-year old students to fill out job applications for Internship. | April | Notify Human Resources when the students will be doing this. |
| 16. Set interview dates for 18-year olds. | April | Identify which supervisor(s) will schedule and conduct interviews. |
| 17. Prepare Internship Agreements for students chosen to complete internship. | | <ul style="list-style-type: none"> • Give to instructors to take care of signatures. • After signed: File one copy and return one copy to instructors. |
| 18. Hold debriefing meeting with instructors, mentors, and Program Supervisor. | May | <ul style="list-style-type: none"> • How did it go? • What do we need to change? |

| Action | Time Activate When? | Do this: |
|--|---------------------|---|
| 19. Be sure students receive certificates upon completion of the program. | May | Program Supervisor of ODVTE should take care of this. |
| <p>20. Check Your Work. The result will be a smoothly run school-to-work program. Your work is done as expected when:</p> <ul style="list-style-type: none"> • All of the steps above are completed. • Students have successfully completed the shadowing program. | | |

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**EXAMPLE OF PREREQUISITE SKILLS/KNOWLEDGE:
THE CHARLES MACHINE WORKS, INC.**

Each business/industry will identify and/or adapt its own prerequisite skills and knowledge prior to the extended work-based learning experience. For the short-term, work-based experience, a business will provide a brief safety orientation.

SAFETY

- I. Personal Safety
 - A. Eye Protection
 - B. Foot Protection
 - C. Ear Protection
 - D. Grinding Dust and Hazardous Fumes
 - E. Clothing, Hair, and Jewelry
 - F. Hand Protection
 - G. Lifting
 - H. Proper Reporting of Injuries
- II. Identifying Shop Hazards
 - A. Compressed Air
 - B. Housekeeping
 - C. Fire Safety
 - 1. Classification of Fires
 - 2. Types of Fire Extinguishers
 - 3. 'First Line' Fire Fighting
 - Incipient Stage Fires
 - 4. Notification of Fires
 - D. Electrical Safety
 - 1. Basic Electrical Hazards
 - Cords/Lights/Bare Wires/Circuit Breakers
 - 2. Lock Out/Tag Out - Authorizes/Affected
 - 3. Notification of Hazard
 - 4. Notification of Injury
 - 5. Response to Electrical Problems
 - Injuries/Accidents/Hazards
 - E. Carrying Objects
 - F. Machine Hazards
 - 1. Eye Protection
 - 2. Hand Protection
 - 3. Chemical Hazards
 - 4. Pinch Points/Machine Hazards
 - 5. Electrical Hazards
 - 6. Maintenance vs. Set-up Procedures
 - 7. Lock Out/Tag Out
- III. Industrial Safety and Federal Law
 - A. Duties of Employers and Employees
 - B. Occupational Safety and Health Standards

MATHEMATICS

- I. Introduction to Common Fractions and Mixed Numbers
 - A. Addition
 - B. Subtraction

- C. Multiplication
- D. Division
- E. Combined Operations
- II. Introduction to Decimal Fractions
 - A. Addition
 - B. Subtraction
 - C. Multiplication
 - D. Division
 - E. Combined Operations
 - F. Powers
 - G. Roots
- III. Introduction to Electronic Calculators
- IV. Metric Conversions (Length: inches to centimeters)

BASIC PRINT READING

- I. Lines
 - A. Bases for Interpreting prints
 - B. The Alphabet of Lines
 - 1. Object Lines
 - 2. Hidden Lines
 - 3. Center Lines
 - 4. Extension Lines
 - 5. Dimension Lines
 - 6. Projection Lines, Other Lines, and Line Combinations
- II. Views
 - A. Three-View Drawings
 - B. Arrangement of Views
 - C. Two-View Drawings
 - D. One-View Drawings
 - E. Auxiliary Views
- III. Dimensions and Notes
- IV. Sections

MEASURING TOOLS

- I. Precision Measurement
- II. Basic Measuring Tools
 - A. Steel Rule
 - B. Rule Depth Gage
 - C. Combination Square
 - D. Calipers and Dividers
 - E. Hardened Steel Square

- III. Vernier Scale
 - A. Vernier Instruments (NOTE: May be too heavy for this level of students??)
 - 1. Caliper
 - 2. Protractor
 - 3. Universal Caliper
 - 4. Height Gage
 - 5. Bevel Protractor
- IV. Micrometer Measurement
 - A. Vernier Micrometer
 - B. Other Micrometer Instruments
 - C. Proper Care of Micrometers
 - D. Reading a Micrometer

WELDING

- I. Mig Welding
- II. Spray Arc Welding
- III. Weld Symbols

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BASIC PAINTING

- I. Paint Gun Operations
- II. Nomenclature, Cleaning, Safety

BASIC MECHANICAL SKILLS

- I. Torque Measurements
- II. Hand Tools
- III. Impact Tools
- IV. Hardware Identification
- V. Fittings, Hoses, Sealant

ACKNOWLEDGMENT FORM

Name of Business _____

Name of Person/s with whom students are shadowing _____

_____ Phone _____

Name of Student/s _____

Time Period Student/s will meet with you _____ to _____
(minimum of 4 hours requested)

Please reply by fax, phone or return mail no later than

to

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Name of Business _____

Name of Person/s with whom students are shadowing _____

_____ Phone _____

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Time Period Student/s will meet with you _____ to _____
(minimum of 4 hours requested)

Please reply by fax, phone or return mail no later than

to

JOB SHADOWING

BUSINESS HANDBOOK

Welcome

We appreciate your participating in the Job Shadowing Program. This handbook has been prepared to give you an overview of the program and to explain your role. We hope the experience of helping our students make eventual career choices is as enjoyable for you as it will be beneficial for our students.

Thank you for your time and expertise.

(Name of teacher(s) and/or administrator)

Program Design

Students will spend from four to eight hours shadowing an individual or group of people in a chosen career area. The experience will be coordinated closely by the instructor of (name of school) High School. If at any time you have questions, you may call:



Program Purpose

To facilitate academic and applied skill preparation for today's careers through observation and communication with today's workforce.

- To provide an awareness of a variety of education opportunities and career options.
- To utilize resources within the community.
- To identify core abilities required in a chosen career.
- To make secondary education more relevant.
- To increase student motivation.
- To help students set realistic career goals.

The Day of the Visit

The shadowing experience has been arranged to allow students to view “a day in the life of the employee,” which should go beyond just a tour. The following suggestions will help make it an enjoyable day for you and the student.

- Start the shadowing with an explanation of your job, the training or education you needed to be in the position, a demonstration of what you do, a discussion of any other related jobs within the company that may need the same training as yours, and/or other areas of the company that have unique training the student might not even be aware of.
- Visuals are worth a thousand words:
Show and explain any equipment you use and if possible demonstrate.
If you can, allow the student to sit in your place and actually perform a function.
- Sometime during the shadowing experience, give the student a brief tour to provide an overview of your company. A good approach would show the student the process of your product or service from its conception or entry to its completion or exit.
- You may wish to have students shadow with more than one staff member. You may wish to emphasize different aspects with each person shadowing (i.e., training requirements, work conditions, advantages/disadvantages, job duties).

You will want to keep the youth interested and involved. Some other activities could include:

Attend a quality circle or staff meeting.

Provide mock activities for students to do that are related to your job.

Let the student interview your co-workers, bosses, or subordinates to see their relationship to your career/job.

Discuss your top three priorities for the day the student is shadowing.

Discuss an ethical question with student related to your job (i.e., environmental concerns).

Show how core abilities or transferable skills are essential to their success in any job:

work productively
learn effectively
communicate clearly
work cooperatively
act responsibly
value positively
think critically and creatively





When Speaking with Students

- Be sure to escort students to and from your area from an easy entry spot in the facility.
- Try to provide uninterrupted time at the beginning.
- Adapt an informal conversational speaking style. Try not to patronize students.
- Encourage questions (some students may be too embarrassed to ask for an explanation of something they do not understand). You could preface an answer with “That’s a good question.”
- Reinforce confidentiality requirements, if any, either at the beginning or end of your visit. Try to give concrete examples of what cannot be repeated.
- Provide guidelines for expected behaviors (i.e., “we will need to be quiet in this area because . . .”).
- Pay attention to non-verbal signals.
- Students may either be very shy or very vocal. Both may be an act to cover up nervousness. If they are too talkative, remove them from the situation and try to talk to them about it. If the student is very quiet, initiate the conversations—perhaps with open-ended questions included in this insert.
- Lack of enthusiasm does not always mean the student is bored or uninterested. They may be naturally shy, nervous, overwhelmed or embarrassed about their lack of understanding.
- Stress how high school academics relate to career(s) in your area (i.e., math, science, reading) and classes they should take in secondary school.
- Try to relate to students those abilities that are transferrable to all careers in your area (i.e., clear communication, cooperation, responsibility, critical thinking, team work, etc.)
- Give an honest view of your career, job and/or training including good, challenging, and undesirable parts.

Questions Students May Ask

The Job

What are the job duties?

Do you supervise others? Who?

What positions do you report to?

Where else would you find this job?

What are the opportunities for advancement?

What changes are expected in your job field in the future?

What part do unions play in your job?

What is the salary range?

Does this include overtime pay?

Does geographical location, experience, special skills, or level (i.e., management) affect the pay?

Training

What are the educational requirements?

How often do you need to update your training?

What kind of training did you receive on this job?

Was your classroom training adequate for this job?

What other kind of specialty or training would be an asset to have in addition to your training?

Other Qualifications

What are the entry-level requirements for a position in this department?

What are the licensing requirements for your job?

What are the physical requirements?

What are the attitudes needed?

What other jobs have you had that helped prepare you for your current job?

Working Conditions

What kind of stamina or mobility are required?

What are the work hazards associated with this job?

Do you work alone or is this a team effort?

Does this job have on-call potential?

How does your job vary from hour to hour, day to day, month to month?

How do environmental or economic conditions affect this business, and/or your job?

What kind of ethical issues do you deal with on your job?

What kind of stress is involved in this job?

Advantages-Disadvantages

What do you find most rewarding and enjoyable about this job?

What are the least pleasant parts of this job?

How does your job affect your time away from work?

Miscellaneous

How would you define a good employee?

How are employees evaluated?

What work habits are required for this job?

Career Decisions

How did you decide on this job/career?

Did you have any role models or influences?

How will this job help you in a related job?

What additional skills are you gaining on this job?

Ask for Advice

What middle school or high school classes do you feel are important to prepare for training?

How do non-paid experiences help me in this career?

What other advice can you give a student?

Thank you.

Please return your Evaluation Form as soon as possible so we may give feedback to the students in a timely manner.

If you have any questions, please call: