

Work-Based Learning Prep



Sue Gubing, CareerSmarts

Your Program Goals

1. Knowledge
2. Use of tools and equipment
3. Safety and health training
4. Behavior and attitudes
5. Enhance basic skills
6. **Career/Employment skills**
7. **Work-based learning experience**

Career/Employment Skills

- **Self Assessment**
 - Interests – job titles
- **Research**
 - Identify employers Job titles – employers
- **Marketing**
 - Brochure/resume
- **Competitive Skills**
 - Contacting, dressing, interview, demonstration of skills
- **Job Survival Skills**
 - Attitude, behavior, team work, listening,



Today's Goal

- Self-Assessment.
- Identify types of WBL experiences.
- Identify employers for your students.
- Marketing tools for your students.

Long Term Goal

As a team:

- Classroom instructor and the Work Based Learning Coordinator will work together in the preparation of **all** students having a successful work experience before successfully completing the training program.

Career and Technical Education Endorsement

Time Schedule



1:15 Self Assessment and
Identifying types of work based
learning experiences.

15 Minute Break

1:15 Employer Identification and
Marketing tools for your students

Warm Up – 5 minutes

- List 12 entry-level job titles within your career focus that your students will be prepared for.
- Identify 6 types of companies at which your students may work.



Self-Assessment

Who Am I? What jobs/careers are for me?

- Interests
- People/Data/Things
- Personality Traits
- Aptitudes
- Skills/Abilities
- Values
- Multiple Intelligences/Learning Styles

INTERESTS



Realistic Characteristics

- Athletic or mechanical ability
- Likes to:
 - Work with machines, tools
 - Work with plants or animals
 - Work or be outside



Investigative Characteristics

- Likes to
 - Observe
 - Learn
 - Investigate
 - Analyze
 - Evaluate
 - Solve problems



Artistic Characteristics

- Artistic, innovative, or intuition abilities
- Likes to:
 - Work in unstructured situations
 - Use imagination and creativity



Social Characteristics

- Likes to:
 - Work with people
 - Enlighten people
 - Inform people
 - Train people
 - Cure people
 - Skilled with words



Enterprising Characteristics

- Managing and organizational abilities may focus on financial issues
- Likes to:
 - Work with people
 - Influencing
 - Persuading
 - Performing
 - Leading
 - Managing



Conventional Characteristics

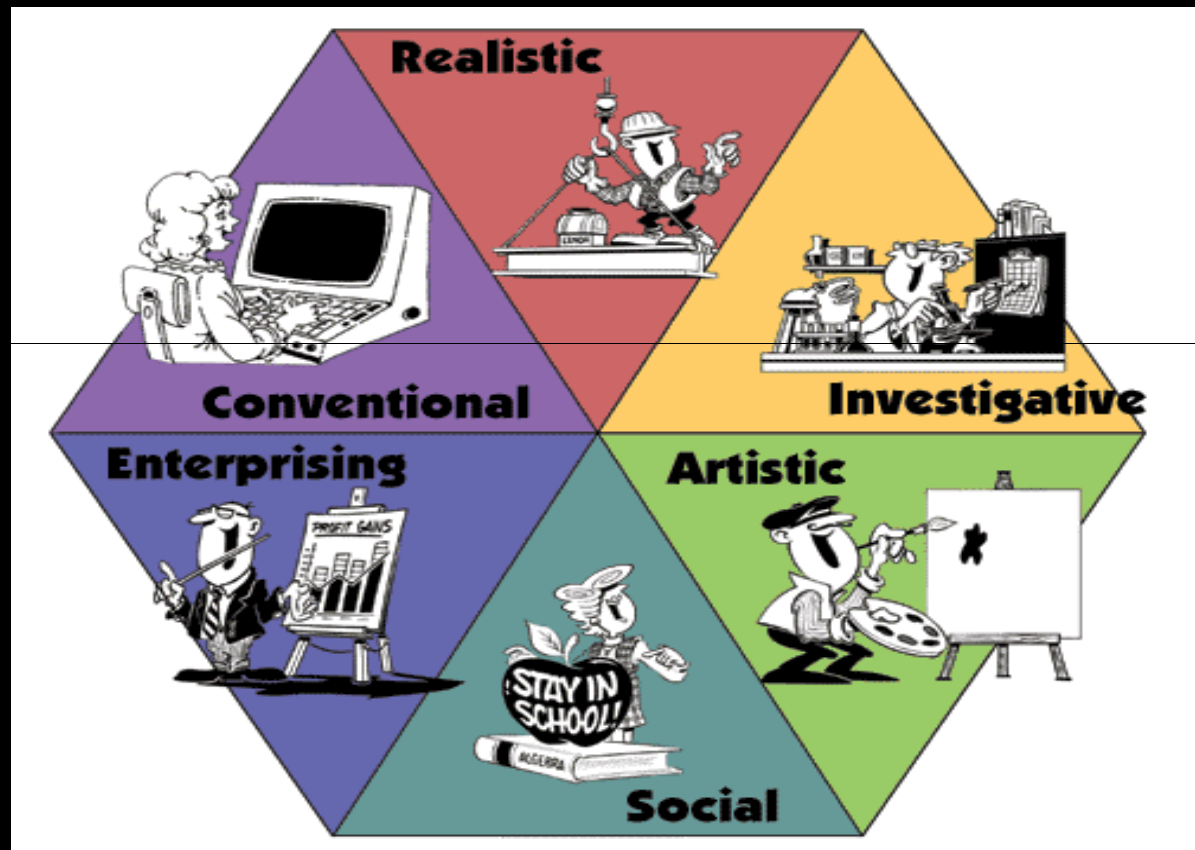
- Clerical and Numerical abilities
- Likes to:
 - Work with data
 - Follow instructions
 - Carry out detailed tasks



Holland Code

- What three letters define your Holland Code?

RIS, AEC, CSI,
SAR, ICE,
ESA, AIC,
RAE, CIR,
ERS....???



Place your job titles into the appropriate boxes.

Realistic	Investigative	Artistic
Social	Enterprising	Conventional

TEACHING

REALISTIC	INVESTIGATIVE	ARTISTIC
<p><i>"Hands on"</i> Technology Family Consumer Science Physical Education</p>	<p><i>"Research and writing"</i> English, Science Language</p>	<p><i>"Creative"</i> Art, Music</p>
SOCIAL	ENTERPRISING	CONVENTIONAL
<p><i>"People - verbal"</i> Teaching</p>	<p><i>"Decision Making"</i> Social Studies Business Math</p>	<p><i>"Data"</i> Math Business</p>

SPORTS

REALISTIC	INVESTIGATIVE	ARTISTIC
<p><i>"Hands on"</i></p> <p><i>Professional Athlete</i> <i>Equipment Manager</i> <i>Groundskeepers</i> <i>Umpire/referee</i></p>	<p><i>"Research and writing"</i></p> <p><i>Sports Journalism</i> <i>Sports Medicine</i></p>	<p><i>"Creative"</i></p> <p><i>Photographer</i> <i>Uniform/logo design</i></p>
SOCIAL	ENTERPRISING	CONVENTIONAL
<p><i>"People - verbal"</i></p> <p><i>Physical Ed. Teacher</i> <i>Coach, trainer</i> <i>Equipment Sales</i> <i>Sports Announcer</i></p>	<p><i>"Decision Making"</i></p> <p><i>Team Owner</i> <i>Event Manager</i> <i>Sports Agent</i></p>	<p><i>"Data"</i></p> <p><i>Sports Statistician</i> <i>Sports Accountant</i> <i>Administrative staff</i></p>

Place your job titles into the appropriate boxes.

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WORK-BASED LEARNING

- Not all students are **prepared** for WBL at the same time.
- Not all students are **mature** enough to enter into a WBL experience.
- Not all students have access to **transportation**.
- Not all students can **manage** school and work.



Types of Work Experience

<p>Realistic</p> <p>CO-OP</p> <p>CEIP</p> <p>CAP</p>	<p>Investigative</p> <p>Simulations</p> <p>Case Studies</p> <p>Games</p> <p>Corporate sites</p>	<p>Artistic</p> <p>Shadowing</p> <p>Mentoring</p> <p>Role Play</p>
<p>Social</p> <p>Site Visitation</p> <p>Field Trips</p> <p>Go to work with parent.</p> <p>Videos/TV</p>	<p>Enterprising</p> <p>Corporate Class</p> <p>Team Competition</p> <p>Entrepreneur</p>	<p>Conventional</p> <p>Career Report/Power Point</p> <p>Online Learning</p>

WORK-BASED LEARNING REPORT CARD

Suggestions:

- Develop a plan.
- Grades – Knowledge + WBL.
- Maintain records of completion.
- Issue certificate of completion.
- Create wall chart of progress.

Self-Assessment and Access to Real World Activities



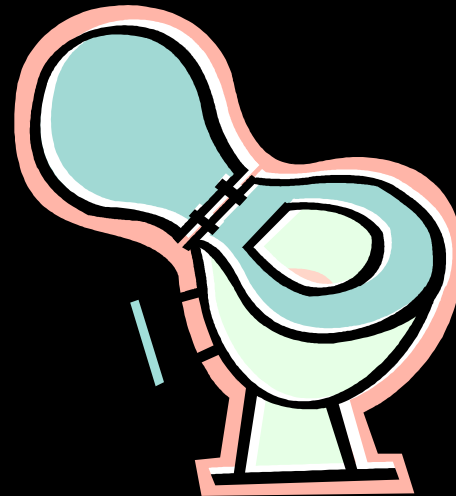
www.nada.org

NADA ONLINE National Automobile Dealers Association



15 Minutes

Break Time!



Identifying Employers

Your students should have the skills and knowledge to identify employers in their home communities which relate to their career focus!



#1 Where Can Your Students Work?

Identify types of employers.

Auto Dealership	Auto Body Shop	Auto Parts Stores
Transportation Companies Truck/bus	Auto Repair/Service Stations	Auto Transmissions
Auto Electronics	Auto Renting	Auto Glass
Auto Burglar	Auto Tires	Auto Racing

#2 Resources for Identification



- Yellow Book – hard copy or Internet
- LI Employment Lists
- Phone Select Software

Groups:

- Unions
- Trade Associations
- Government

At the completion of your program, your students should walk out the door with a list of 25 potential employment contacts.

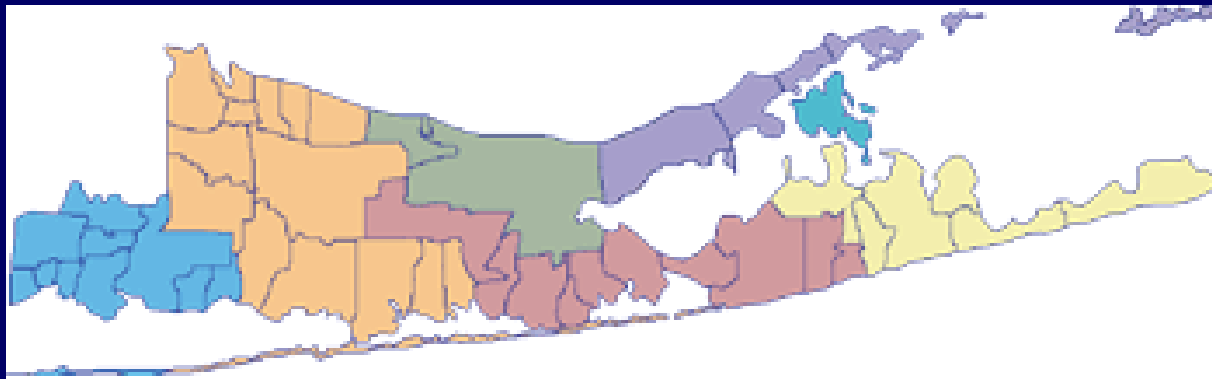
Where Can Your Students Work?



- Using the Yellow Book and choose five places of business that match our career training program.
- Or, start from walking distance from your home and identify five places of business that match our career training program.

Where Can Your Students Work?

- Geography lessons.
- Create a database of employer information.
 - Use the same software program and file format.
 - Display map of LI with flags to pinpoint employers.



EMPLOYER DATABASE



PROGRAM	STUDENT	CORPORATION	STREET	CITY	ZIP	PHONE
Plumbing	Jones, Jack	Alexandros Plumbing & Heating	22 Maple Avenue	Smithtown	11787	366-3629
Plumbing	Jones, Jack	Al's Plumbing and Heating	101 Landing Avenue	Smithtown	11787	724-3199
Plumbing	Jones, Jack	Bill Haiduk Plumbing & Heating	33 Ledgewood Drive	Smithtown	11787	543-2928
Plumbing	Jones, Jack	DNS Plumbing & Heating Supplies	222 Main Street	Smithtown	11787	863-2630
Plumbing	Jones, Jack	Smithtown Plumbing & Heating	357 E. Jericho Tpke.	Smithtown	11787	265-0440
Plumbing	Smith, Bart	W. F. Scott Plumbing & Heating	276 Washington Avenue	St. James	11780	265-0402
Plumbing	Smith, Bart	Huxtable Plumbing & Heating	107 Jefferson Avenue	St. James	11780	979-3754
Plumbing	Smith, Bart	Jul-Ro Plumbing & Heating	231 Treadwell Avenue	St. James	11780	862-9788
Plumbing	Smith, Bart	Burger Plumbing & Heating	421 North Country Road	St. James	11780	584-5630
Plumbing	Smith, Bart	Branch Plumbing & Heating	11 Deepwells Lane	St. James	11780	584-7339

Think of the Possibilities.....

Every program produces a database of five potential contacts for each student.

- 20 students = 100 contacts.

Contacts for:

- Work-Based Learning opportunities.
- Consultant committee contacts.
- Guest speakers, field trips, shadowing, etc.
- Donations of resources.
- Sponsorships.



WORK-BASED LEARNING Strategy

1st Year Student:

- Participates in two or more “in-school” work-based related experiences.
- Obtains summer employment in home community.

WORK-BASED LEARNING Strategy

2nd Year Student:

- Participates in two or more “in-school” work-based related experiences.
- Participates in out-of-school programs such as CO-OP, CEIP, or CAP.
- Upon graduation obtains full time employment or PT employment while attending post-secondary education.

At the completion of your program, your students should walk out the door with a list of 25 potential employment contacts.

Marketing Tools

**How do we
Secure
Work-based Learning
experiences for
all our students?**

Marketing Tools

Program Brochure

Student Resume

Brochure

FOLD OVER

Student
Information

Or

Consultant
information.

BACK

ESB BOCES

WBL
Coordinator

Instructor

COVER

Hire the Best!



Brochure

Upon successful completion of the Dental Assisting Program our students will have the following knowledge and experiences:

INSIDE LEFT

Profile of your course.

INSIDE CENTER

Profile of your course.

INSIDE RIGHT

Additional activities, certifications and leadership opportunities your students will experience.

LI RESUME

What do I have to offer the corporation?

SKILLS	VALIDATION STATEMENTS
Knowledge	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
Experience	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
Leadership	XXXXXXXXXXXXXXXXXXXXXXXXXXXX

Professional Development

- SUNY Oswego - Work Based Learning certification courses - online. Graduate/Undergraduate.

SCOPE/DOWLING:

- Externships for Teachers.
- Resume Magic
- Classroom to Careers
- Teen Safety on the Job
- Choosing A Career is Child's Play
- Finding Employment Via the Internet

Thank you.....

Contact Information: Sue Gubing

sue@careersmarts.com

- www.careersmarts.com
- www.careerjumpstart.org
- www.teachersmarts.com



SALARY QUICK TIPS

To computer your week salary, multiply your hourly salary by 4.

For example: \$8 an hour = \$320



SALARY QUICK TIPS

To compute your yearly salary, multiply your hourly wage by 2 and add 3 000's.

For example: \$10 an hour = \$20,000 a year.



SALARY QUICK TIPS

To compute your hourly salary, divide your yearly salary by 2 and drop the 3 000''s.

For example: \$30,000 a year = \$15 an hour.

