



## WORK-BASED LEARNING (WBL) EDUCATION OUTREACH GUIDE FOR EMPLOYERS

This guide, which was adapted from Micron Foundation's Career Awareness Focus Outreach Guide will assist employers seeking to start engaging in WBL Outreach programs such as:

- Career Fairs
- Site Visits / Tours
- Job Shadows
- Competition & Community Volunteers
- Family WBL Events

When implementing WBL outreach programs, it is important to have a plan to:

- Identify a champion or liaison at your company
- Perform a Site Assessment of goals and capabilities
- Choose specific programs and initiatives to undertake; this will depend on site goals and level of engagement desired
- Publicize the program(s), both internally and externally
- Evaluate program effectiveness to meet goals and enhance continuous improvement

### Site Assessment

When choosing WBL Outreach activities, review the following considerations and determine the available level of site (staff) involvement. Careful assessment of these considerations and the corresponding decisions will help facilitate appropriate resource utilization and maximize efforts for a successful WBL Education program.

#### CONSIDERATIONS:

- How involved will your champion or liaison be? Is this a full-time, part-time, or "as needed" employee responsibility?
- How many employees are available and interested to support the WBL Outreach programs?

- How do the WBL Outreach programs align with your goals and strategies?
- Are there specific cities or regions you would like to reach?
- Are there specific schools you would like to work with?
- What demographics do you want to work with?
- What are your goals for the program?
  - Career awareness and recruiting?
  - Employee engagement within the community?
- What resources do you have available for the programs? Resource requirements depend on the areas selected for involvement, but could include:
  - Staffing
  - Funding for equipment, disposable supplies, and print materials
  - Storage space

### WBL Education Outreach Programs

Whatever program is chosen, it is important to evaluate the effectiveness of that program by surveying not only the learner participants, but any volunteers as well. This is a good way to continuously improve on the program and choose best practices (and best programs) going forward.

### How do I engage the schools?

Pick a geographic area, or even one school, as you start your engagement. Contact the following people at that school to let them know you are interested in working with them (contacts for school personnel can almost always be found on the school's website). These are some of the titles you should look for:

- Principal
- Career / College Counselor



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- CTE (Career & Technical Education) Teachers
- Teachers who teach subject matter related to your industry
- Special programs:
  - AVID
  - TRIO Upward Bound
  - Student Organization Coordinators: SkillsUSA, FFA, BPA, DECA, FCCLA, or TSA

- A specific brochure outlining the type of education and skills your business is looking for

## Outreach Program Activity Options

- Career Awareness Presentations
- Career Fairs
- Site Visits / Tours
- Job Shadows
- Competition & Community Volunteers
- Family WBL Events

## Career Awareness Presentations

As part of their career awareness programs, many school districts invite speakers into classes to provide specific information about their jobs. Learners are encouraged to invite a parent to share career information. These requests can be supported by having resources available for team members to participate, including props, videos, and a basic outline for an effective presentation.

Even when career awareness is not an articulated part of the curriculum, teachers often contact businesses for speakers to make the connection between classroom instruction and the world of work. Examples might include a chemistry teacher requesting a chemist, or a math teacher asking for a statistician, to tell about the work they do. These presentations should be individually developed to match the teacher's learning objectives, the background knowledge of the learners, and the team member's knowledge and experience. In any case, a key to a successful presentation is that learners are actively engaged. In addition to telling about their career, the presenter could choose an appropriate activity or demonstration to further engage the learners.

### THINGS TO CONSIDER FOR A CAREER AWARENESS PRESENTATION:

- How old are the learners?
- How many learners is the presentation for?
- What demographic factors will be shared or common for the group?
  - Learners will be more engaged if the presenter can be relatable. For example if the group is a specific under-represented group (by ethnicity or gender) – they may relate better to someone they can identify with.
- What is the general interest level of the learner?
  - A presentation for a general class of learners will be different than if it is a Computer Applications class, or a specific tech class. You will want to come in at their interest level to avoid speaking too high or too low.

### MATERIALS TO TAKE:

- Take props, pictures, videos... anything that will get them interested. Learners particularly like props – something they can touch and see. Or a hands-on demo if possible.
- A company brochure, SWAG such as pencils, pens, etc.

### PRESENTATION:

- Most schools have the capability for you to plug in a laptop or use a thumbdrive. It is always good to confirm technology compatibility, and to be ready with a back-up plan!
- Don't depend on wifi or internet access. The degree of security at each school can be different. If you want to show a video or go to an internet site, check with the school in advance.
- Consider opening with the following information:
  - About My Career/Job:
    - Job Title
    - Job Responsibilities
    - Why did I choose this job/career?
    - What is a typical day like?
    - What is the most fun part of my job?
    - What are other things about my job I would like to share?
    - What was my path to get to this job and this place?
    - Other jobs I have had
    - Career advice
  - About Myself:
    - Educational path that got you your job.
    - Include pitfalls & missteps!
    - Something fun and/or unusual about me.
    - Education/career advice
    - Give the teacher your email contact information so they can contact you for more information.

### GETTING STARTED:

- Get started by contacting your local middle & high schools and let them know you have people available for Career Awareness presentations.

## Career Fairs

A career fair encounter can spark a learner's desire to learn more about certain business sectors, professions or careers. Additionally, involvement in a career fair can provide your business with visibility in the community. Targeted career fairs or career fairs that provide opportunities for presentations allow for more meaningful interactions with learners.

### Items to take to a career fair:

- Props & demos if possible
- Stand-up banner or backdrop banners
- Brochures with information about the types of jobs your company has, and the types of skills needed
  - It's important to give learners an idea of what path will get them to your door. Let them know the classes they should be taking in high school, and what type of education they will need after high school in order to work for you
- Information about current opportunities for internships or appropriate work-based learning opportunities
- Give-aways:
  - Ask ahead of time, some schools now request NO give-

always other than pencils or pens. They have found that the learner naturally go to the booths with the best SWAG, not the booths that might have the most appropriate information

- Food give-aways (candy, etc.) need to be mindful of nut allergies. It's best to avoid anything that might have any kind of nut exposure

### **SUGGESTED STEPS FOR CAREER FAIR PARTICIPATION:**

- Contact area school district administrators for information regarding career fair scheduling and how to become involved. Once connected to the Career Fair circuit you will typically be asked back annually
- Provide visuals. Dress in company logo apparel or something that would typically be worn in the course of work (like a work smock, etc.)
- Provide hands-on props or demonstrations. Learners typically want to be engaged in active participation rather than listening activities. Props might include product samples, or examples of applications that use your product. Demonstrations are good if they are portable. Videos can also provide talking points
- Provide information to be reviewed later. The point is to give the learners the opportunity to find out more on their own after the hubbub of the fair atmosphere
- Provide sufficient staff to initiate contact with learners and engage them in conversation

## **Site Visits / Tours**

A teacher or school may request a site visit or tour. You should determine the teacher's learning objectives for the site visit, that is, what the teacher hopes to accomplish by bringing the learners on site. Once the learning objectives have been identified, you can more clearly determine if a site visit is appropriate for the group and provide an experience suitable to the learners' ages and backgrounds and the teacher's goals.

Site Visits are typically best for sites that entail an experience that is beyond just a tour; it includes an educational component that informs the learners (or teachers or other group) about your organization; who you are, what you make or do, who you hire, etc. The Site Visit experience should be tailored to the specific group who requests the visit. A "Specialized Site Visit" is for a group with a specific focus, say automation, computer science, etc. In those cases the visit includes a specialist from the requested area to present to the learners.

### **GENERAL SITE VISITS**

General site visits are designed for learner groups who want to learn about your company in general. The content is kept generic, and includes an introduction to the company and a tour.

### **SPECIALIZED SITE VISIT**

The Specialized site visit is typically requested with a specific discipline or learning objective in mind. In addition to the general site visit content it includes a presentation by a subject-matter expert.

The Site Visit formats should include:

- Overview presentation of your organization, the types of jobs you hire for and the skill levels required

- (Specialized Site Visit) A discussion with a specialist in the area of expertise the learners are studying. This might be an engineer, a chemist, a network technician, or a recruiter-the specialty is aligned with the teacher's learning objectives
- A tour of appropriate areas within the facility

Prior to the visit confirm the visit date, time, and provide any appropriate guidelines and a map to the location. As appropriate to the site, notify security to accommodate a bus, and make security name badges for all learners. Adult chaperones and teachers follow standard security procedures.

Your company may require learners to sign waivers before coming onsite, and you will need permissions if you intend to use any photos of the learners. An example of a waiver can be found at the end of this guide.

## **Job Shadows**

### **WHAT IS A JOB SHADOW?**

A job shadow is an opportunity for learners to observe first-hand a typical day on the job by accompanying professionals in a career of interest. The job shadow provides each learner with a snapshot view of a company and the everyday aspects of the workplace and will help participants understand what skills and attributes are necessary to work in a particular field. The job shadow is intended to provide a more personal, immersive experience than merely a tour or site visit; an experience during which learners explore specific career paths individually or in small groups.

### **SETTING UP A JOB SHADOW**

If you have received a request for a job shadow by a learner (secondary or college), here are the guidelines.

- Ensure that the appropriate supervisors have approved the job shadow
- Avoid scheduling meetings during the day that could involve proprietary, sensitive, or non-appropriate information for the learner

### **GETTING STARTED**

- Determine the best date and time for the shadow with the learner
- Consult with your human resources and security staff about the requirements for bringing visitors to your site
- Provide the learners with a map and clear instructions to find the site
  - Note: often learners who provide their own transportation will use an internet map application to get to your site, but this will typically NOT get them to the proper building!
- Provide the learners or their legal guardians (if they are under 18) with a waiver to sign
  - A Sample Copy of a learner waiver is available at the end of this document: Sample Waiver. Your requirements may be different, but this version takes into account the behavioral expectations, photo-release permissions and safety waiver. You will want to get any waiver approved by your company's legal advisor
- Provide learners with guidelines of what to expect at the event, and how to prepare. A sample document can be found at the end of the document: Job Shadow Preparation

- If learners will be involved in any type of meetings where specifically proprietary information is shared, it is recommended that they sign a Non-Disclosure Agreement

## PREPARING FOR THE JOB SHADOW

- Review the Job Shadow Mentor guidelines
- If there are viewable areas to tour at your organization, find out the permissions and details about taking a learner to these areas. In some cases there may be another employee who would be happy to provide a tour of their area, if it is outside of your area of expertise.
- Arrange for a demo or an industry specific activity, if applicable.
- Arrange for a small conference room (if desired) to show any videos or other presentations to give a general introduction to your organization.

## Group Job Shadow Event

In order to expose more learners at a time to the jobs available at your company, you could consider a Group Job Shadow event. This would entail inviting a pre-selected group of learners for a job shadow event, or hosting an event that learners could sign up for.

## GETTING STARTED

- Determine how many learners can be physically accommodated
- This will be dictated by the physical space available for the whole group activities
- Determine how many learners can be logistically accommodated

This is determined by how many mentors you have available.

NOTE: The ideal Learner: Mentor ratio is 3:1.

- Identify your mentors

Meet with your mentors ahead of time to discuss the format and the role and responsibility for being a mentor

There are a couple of ways to find mentors:

- Word of mouth – find friends and colleagues who might be interested or who would recommend someone
- Direct solicitation – send out a department or site-wide email explaining what you are looking for, invite people to find out more about it
- HR assisted targeting - HR can sometimes assist in locating appropriately qualified candidates

## LET YOUR MENTORS KNOW WHAT THE RESPONSIBILITY IS

- If there is a target date for an event, let them know what it is
- Let them know the time commitment
- Share information with them about the requirements and expectations: see next section.

## JOB SHADOW EVENT MATERIALS

### “Expectation and Guidelines for Job Shadow Hosts”

- Purpose:
  - To encourage learners to continue with appropriate education and training
  - To encourage learners to consider jobs in your industry

- To provide information in selecting programs beyond high school (trade schools, associates degree, college, etc. )
- Expectations:
  - Provide information about your company and your job, education, and personal background
  - Demonstrate what you do, if possible. Learners appreciate seeing, rather than hearing about, what you do
  - Maintain a professional relationship with your learner
  - Encourage your learner to do well in school
  - Let your learner know how education will support their goals
- Guidelines:
  - Discuss relevant issues with your supervisor prior to the learner visit, for example, appropriate hands-on activities
  - Remain with learners at all times. Make sure that the learner is aware of what to do in the event of an emergency
  - Don't state your salary. Rather, give the entry-level salary someone could expect starting in your position. For the salary range in general (and other information about your career) go to [nextsteps.idaho.gov](http://nextsteps.idaho.gov)
  - Emphasize the importance of finding a career that best fits the interests/talents of the learner rather than aiming for the one that pays best. Speak positively about other jobs/careers
  - When sharing data, provide ranges and speak in general terms
  - When touring clearly define expectations and safety protocol prior to entering the area
  - Invite the learners to visit your organization's website
  - Should an emergency arise and/or you need to discontinue the shadow for any reason, make sure that the learner is escorted to the appropriate place
  - Have fun!
- Ideas for Conversation and Activities:
  - Give an overview of your education and career experiences
  - Provide insight into how you see your field evolving in the next 5 years. How has your job/field changed in the last 5 years?
  - Overview of career opportunities within your education field
  - Overview of job scope and how you and your work area contribute to the organization's goals
  - Provide examples of specific projects (especially those you have found interesting in the last year)
  - Demonstrate the use of tools that you use to do your job
  - What you find rewarding and motivating about your job
  - Describe and introduce learners to the teams and groups that you network with. Share their education backgrounds
  - Discuss challenges in your work
  - Tour your physical work environment. If the majority of your work occurs in a cubicle environment, also tour the learners through other areas of the organization as well

# Sample Site Visit Guidelines and Permissions

## SAMPLE GUIDELINES (THIS IS INTENDED ONLY AS AN EXAMPLE)

### Professional Attire:

[Your Organization's Name] strives to maintain a professional and safe atmosphere. These courses will be helpful for you to complete prior to your visit: <https://wdc.idaho.gov/soft-skills-training/>. Please wear professional attire the day of your visit. Safety considerations call for shoes with closed toes and heels. Do not wear sandals, flip-flops, or any other type of open-toe or open-heel shoes.

### Intoxicants or Drugs:

Anyone under the influence of intoxicants or drugs will not be allowed on [Organization's Name] property.

### Cameras and Recording Equipment:

Photography is not allowed anywhere on [Organization's Name] property.

### Inappropriate Behavior:

Rowdy or noisy behavior will not be tolerated at any time during your visit. Inappropriate behavior will result in removal from the premises.

### Accidents or Injuries:

Any accidents or injuries must be reported to the site visit coordinator who will notify the proper personnel for help.

### Reasonable Accommodations:

Please let us know, prior to your visit, if you will require any reasonable accommodations.

[Organization's Name] will assume no liabilities due to accidents and injuries or lost, broken, or missing property.

## PARENT AUTHORIZATION & WAIVER OF LIABILITY

I authorize my child's participation in this activity. I grant my consent for [Organization's Name] to use photographs or other visual matter, which may be taken of my child during the site visit, for promotional or other reasonable business purposes which may include, but not be limited to, publications, media articles, or web applications.

I also grant my authorization and consent for [Organization's Name] personnel to administer general first aid treatment for any minor injuries or illnesses experienced by my child during their participation in this activity. If the injury or illness is life threatening or in need of emergency treatment, I authorize [Organization's Name] personnel to summon any and all professional emergency personnel to attend, transport, and treat my child. I agree to assume financial responsibility for all expenses of such care.

In consideration of permission to participate in the activity, I, on behalf of myself and my child, do hereby release, waive and discharge and hold harmless [Organization's Name] (including their respective, directors, officers, employees and agencies) and their respective successors and assigns from any and all liability, claims, and demands of whatever kind or nature, either in law or in equity, which arise or may hereafter arise from my child's participation in the activity.

**Please acknowledge that you have read and agreed to these guidelines and waiver of liability by signing below and returning this form prior to or at the time of your and your child's visit.**

Parent / Legal Guardian Signature: \_\_\_\_\_ Printed Name: \_\_\_\_\_

Learner Signature: \_\_\_\_\_ Printed Name: \_\_\_\_\_

Emergency contact information/medical information

(we will use reasonable efforts to contact in the event of any emergency involving your child):

Name: \_\_\_\_\_ Relationship to minor: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Email address: \_\_\_\_\_

Child's Allergies (Medication or other): \_\_\_\_\_

**We look forward to hosting you at [Organization's Name]**

## [ORGANIZATION'S NAME]

### Job Shadow Preparation

We are looking forward to hosting you for a Job Shadow event. Here is information and details to help you prepare for this event.

Date: \_\_\_\_\_

Time: \_\_\_\_\_

#### PREPARATION FOR THE EVENT:

- Come prepared. Research your career choice at [nextsteps.idaho.gov](http://nextsteps.idaho.gov)
- Prepare a few questions. You will learn the most if you have questions.
  - See the "Ideas for Conversation" included in this document for ideas.
- We expect you to act professionally. Review your soft skills by taking these modules: <https://wdc.idaho.gov/soft-skills-training/>
- Dress professionally – "business casual" is ok. Shoes must be closed-toe, closed heel! High heels are not recommended. This is important because depending on where your host would like to take you, there are certain rules about how you are dressed, especially shoes.

#### GETTING HERE:

- [Provide a map]
- [Let them know where to park]
- [Let them know where the lobby is, and who will meet them there.]

#### ONCE YOU ARE HERE:

- Be ready for a full day of learning, asking, listening... and walking. (Please let us know if there are any mobility concerns)
- Lunch is provided... please let us know if there is a specific dietary restriction.
- Cameras are not allowed, use of personal music devices during the event is discouraged.

Note: On the day of the event if you think you are going to be late, or cannot attend, please call or text [number].

#### Ideas to Investigate

Ideas for Conversation

- Ask for an overview of your job shadow host's education and career experiences.
- Inquire how they see the career field evolving in the next 5 years. How has the job/field changed in the last 5 years?
- Ask about career opportunities within their education field.
- Ask how the work your host does contributes to the organization's goals.
- Request examples of specific recent projects.
- Ask about the tools that are used to do the job.
- Inquire about what your job shadow host finds rewarding and motivating about the job.
- Ask about the teams and groups that your job shadow host networks with.
- What are the challenges of the job?
- What advice would they provide for a learner considering a career at this type of company?

## Competition & Community WBL Volunteers

There are many community WBL events that require general education volunteers, typically competitions. This requires only being aware of such events and making employees aware of them. Events can be found in your area through web searches, or a business could identify one or more organizations to partner with and offer the opportunity to their employees. You can also find a list of statewide events here: [cte.idaho.gov/students/student-organizations](http://cte.idaho.gov/students/student-organizations)

Often these competition programs also need technical mentors. Volunteer mentors can be connected to the different organizations in much the same way.

## Family WBL Events

Schools often have Family WBL events where they will ask related businesses to participate. In general the format is for an evening event in which the school invites several entities to have either activity stations or a general WBL-themed table or room.