

# Teaching Attributes Employers Want Through Immersion in Work-Based Learning

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# Presentation Outline

- Overview of my “business located” CTE program
- Attributes Employers Want in Students
- History of Work-Based Learning in my program
- Best Practices
- Building business/community partnerships
- Questions and interactive discussion
  
- Conclusions
- Reflections

# Community Partner and Program Host-Gault Toyota, Endicott, NY



# Attributes Employers Want in Students

- ATTITUDE IS EVERYTHING!!
- TECHNICAL SKILLS ARE NOT THEIR MAIN CONCERN
- VERY BASIC TECHNICAL COMPETENCIES ARE KEY
- “EMPLOYABILITY” SKILLS

# Key Employability Skills

- POSITIVE ATTITUDE
- Attending and on-time
- Prepared/appropriate appearance-uniform
- Good work ethic
- Active passion and interest
- Proactive/involved/setting goals
- PRESENT-not on the phone

# Teaching Employability Skills through WBL

- Program location in business setting
- Tons of ways to do this!
- Uniforms/official work attire
- Teacher feedback/coaching at job site
- Pairing of students with appropriate mentor at job site
- Weekly log/time sheet with useful employer feedback

# Student Engaged in Work-Based Learning



# Program History of Work-Based Learning

- Initially only “high-flyers”
- 2017-18: aim was 100% participation
- 23/32 students = 72% participation
- Causes of non-participation:
  - 2 - paperwork not signed
  - 3 - extreme attendance issues
  - 3 - refusal or no show
  - 1 - student communication with home



# Best Practices for Work-Based Learning

- Deal with paperwork in September
- Communication with home-make calls
- Copy documentation in September
  - Working papers
  - Social Security card
  - License/permit/state ID

# Prepare Students

- Bank/credit union account needed
- Start resumes early
- Practice job applications
  - Omitting vocational training is an issue!
- Talk about drug testing
- Discuss other fears/concerns
- Acclimate students to the “job ladder”
- Practice with log/time sheets to be used

# Role of Work-Based Learning Coordinator

- Provide on-the-job work experience in jobs directly related to the students career and technical education program
- Develop necessary college and career readiness skills for future gainful employment
- Assist the student in making the transition from the school setting to the world of work
- Increase technical and employability skills
- WBL coordinator is liaison between student and employer

# Establishing Community/Business Partners

- **To meet a specific company need**, such as filling a job opening or address a production or service need
- **To meet an industry-wide need**, such as preparing potential new workers in a specific industry such as technology, retail, medical services, manufacturing, etc.
- **To meet a community need**, such as helping student and youth become more productive citizens, which in turn improves the business presence and engagement in the community.

# Main Challenges of Coordinating WBL

- state and local requirements that prevent students from attaining academic credit for learning opportunities that take place outside of the school building;
- lack of transportation to and from work based learning opportunities and limited district bus schedules that may restrict transportation to certain locations at certain times;
- liability concerns, particularly safety;
- logistical and financial constraints in providing compensation to participants; and
- lack of a formal definition describing high-quality work-based learning experiences.
- lack of student work ethic

# Key Take-Aways

- Extreme FLEXIBILITY and CREATIVITY
- Excellent PLANNING and COORDINATION

**ARE ESSENTIAL TO SUCCESS!!**

THE BENEFITS TO STUDENTS ARE TREMENDOUS!

# TIME FOR DISCUSSION

- Questions
- Challenges
- What is your school doing with work-based learning?