

Guilford Education Alliance “[Engineering Connections](#)” is focused on developing skills and understanding of trends for the 21<sup>st</sup> century economy. The initial phase of the program is to bring “real life” into the classroom with Lunch & Learn and Classroom Connection Sessions by representatives from Industry.

Sessions are to be conducted on the Middle College campus in accordance with the following times:

- GTCC Middle College – Greensboro East (Lunch & Learn) **11:40 am – 12:25 pm**
- GTCC Middle College – Jamestown (Lunch & Learn) **11:00 am – 11:45 am**
- Weaver Academy – Greensboro (Classroom Connection)

**60-90 minutes during 09:00- 11:45 am or 12:55 – 03:45 pm**

**Final times are coordinated between Weaver Academy and Industry Partner.**

**Optional**, Industry Volunteers supporting the presentations may visit the campus ahead of scheduled session to observe a classroom in progress and tour facility (touring Weaver would be beneficial to get first hand view of labs). These advance visits should be coordinated with the school contact.

Sending an abstract of planned session and photos and bios of Industry Volunteers will be helpful to the schools in preparing the students for the sessions.

Venues for the sessions should have a projector for Power Point presentations.

Middle Colleges have been setup to reduce the High School dropout rate and give High School students an opportunity take community college courses before graduation from High School. Information about schools, Locations and academic subjects students are studying is included at: <http://ec.guilfordeducationalliance.org/schools.htm>. Information about Industry Partners can be found at <http://ec.guilfordeducationalliance.org/industrypartners.htm>.

Listed below are **suggestions and tips** for volunteers supporting the sessions.

*The following are suggestions for speakers from feedback for improving session:*

- Bring handouts about career, salary, how to get into the field, etc.*
- Bring “freebies” to give to students*
- Bring hands-on items as visual aids*
- Explain how product is used (in what industries, etc.)*
- Use Power Point (some students are visual learners more than auditory)*

The following reflects some of the information from guides used in the Job Shadowing program located at [www.jobshadow.org/start/](http://www.jobshadow.org/start/).

- Welcome the students.
- Introduce the company mission and vision; products or service.
- Emphasis should be on giving students an understanding of what is going on in Industry as related to skills required for the future workforce and career opportunities.
- Stress the importance of Science, Technology, Engineering and Math (STEM) Skill-sets; Team collaboration; Product Research, Development, Production and Marketing and other soft skills of the workplace with **specific examples from your company.**
- Demonstrate the connection between academics and careers, motivating students to learn by making their class work more relevant.
- Encourage mentoring between young people and caring adults.
- Introduce students to the requirements of professions and industries to help them prepare to join the workforce of the 21<sup>st</sup> century.
- Demonstrate that lifelong learning is important to continued success in the workplace
- Tailor your presentation to **meet the needs of the students.** Use language, examples, and analogies that the students can understand, but don't talk down to them. Avoid any use of gender, racial, or ethnic stereotypes.
- Demonstrate how English, mathematics, social studies, science, and work-readiness skills are used every day at work.
- Focus on the **role of teamwork** at school and on the job. Showcase how teamwork relates to success.
- Don't answer your own questions, and avoid criticizing or rejecting wrong answers from students.
- Frequently check for understanding
- Review the work-readiness skills. Explain to the students how these skills are used in the workplace. Reinforce the need for employees to demonstrate these skills.
- What **experiences in your life** show you can be a hard-working, trustworthy employee?
- What do you see yourself doing five years from now?
- What do you consider to be your greatest strength? What is your greatest weakness?
- Think of a time when you worked as part of a team; **what were your experiences?** Were you able to complete assigned tasks? If not, what did you learn from the experience?
- Provide the students with **company giveaways,** if appropriate.
- Explain the steps and the importance of exiting an interview or business visit in a professional manner. Demonstrate a proper handshake, appropriate eye contact, and the presentation of a business card.

These are some work readiness skills identified in the Job Shadowing website that proves invaluable in succeeding in the workplace:

- **Build Rapport:** Interact with others in a way that is appropriate to the situation and show interest in, and sensitivity to, others' thoughts and feelings.
- **Resolve Conflict and Negotiate:** Identify the conflict, and consider both sides to develop an acceptable solution.

Guidelines and Tips for Industry Representatives supporting “Engineering Connections”

- **Cooperate with Others:** Be courteous and friendly; accept others’ contributions.
- **Reflect and Evaluate:** Think about your current knowledge and understanding, and what that means to you.
- **Solve Problems and Make Decisions:** Understand problems, gather information, and evaluate

Additional information is available at <http://ec.guilfordeducationalliance.org/resources.htm>. It contains references to current thinking regarding on 21<sup>st</sup> century skills and other related information.

Contact information is available on the Schools and Industry Partners pages of <http://ec.guilfordeducationalliance.org/index.htm> and in the detailed schedule at <http://ec.guilfordeducationalliance.org/schedules/EC-SCHOOLS-INDUSTRY-SCHEDULE.pdf>.

**Last minute coordination on session may be done between the School contacts and the Industry Partners. Please keep [lhbaxley@ieee.org](mailto:lhbaxley@ieee.org) informed of these changes.**