DOCUMENT RESUME

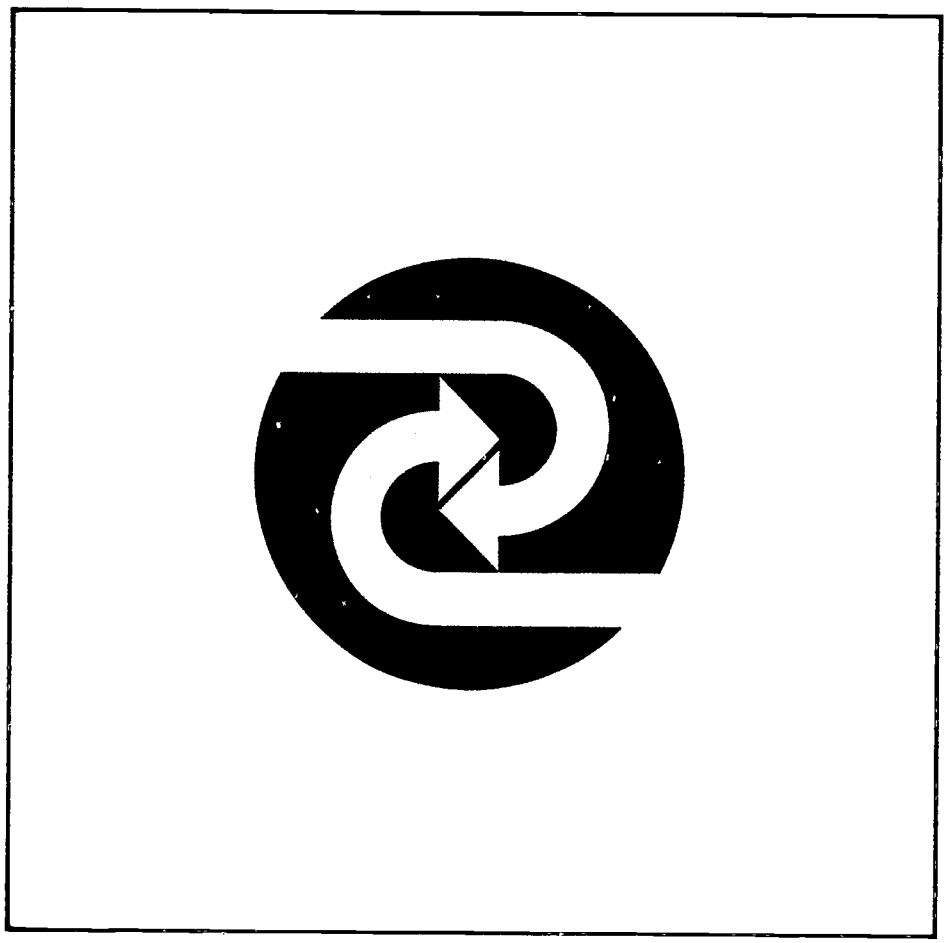
ED 110 908 CG 010 035

TITLE	Educators-in-Industry; Career Guidance Programs Handbook.
INSTITUTION	General Electric Co., Fairfield, Conn. Corporate Educational Relations Operation.
REPORT NO	ER-100(IM)-10/74
PUB DATE	Oct 74
NOTE	29p.; Materials presented at the Annual Convention of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)
EDRS PRICE	MF-$0.76 HC-$1.95 Plus Postage
DESCRIPTORS	*Counselor Training; *Industry; *Inservice Programs; *Occupational Guidance; Program Descriptions; Program Development; Resource Materials; School Industry Relationship; Secondary Education; *Vocational Counseling; Young Adults
IDENTIFIERS	*General Electric

ABSTRACT

Unemployment of those aged 16 to 23 is due largely to inadequate job preparation. Most educators have little exposure to the world of work outside of education, and may unknowingly provide incorrect, restrictive or out-of-date information to students. This Educators-in-Industry Handbook is designed to provide G.E. plant representatives with guidelines to develop and implement local programs to provide educators--especially guidance counselors--with first-hand industrial experiences. The Handbook should be utilized as a source from which a local program might be adapted to meet the needs and constraints peculiar to a particular location. It discusses the background of, and need for, local programs developed and implemented at G.E. facilities. It provides guidelines to initiate, conduct and follow-up a program. It also provides examples of application and evaluation forms, program schedules, and budget items useful in designing and administering a local program.
(Author/HMV)

EDUCATORS-IN-INDUSTRY CAREER GUIDANCE PROGRAMS HANDBOOK



GENERAL ELECTRIC

EDUCATORS – IN – INDUSTRY

CAREER GUIDANCE PROGRAMS

HANDBOOK

Corporate Educational Relations Operation

GENERAL ELECTRIC

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FOREWORD: THE NEED FOR EDUCATORS-IN-INDUSTRY PROGRAMS

Education costs $95 billion a year in the United States and has now surpassed defense outlays, the country's second biggest expenditure, by about $9 billion a year. The cost of educating America's 52 million elementary and secondary school children alone approaches $58 billion annually.

Parents and other taxpayers have the right to assume that this investment is providing America's youngsters with a public school education that prepares them for either immediate employment or for further education. It is startling to learn, however, that each year about 750,000 students – most of them undertaking a "general" curriculum – drop out of high school before graduation. About 850,000 leave college before graduation annually. Of those who obtain degrees, many have serious difficulty locating jobs in the career areas for which they were trained. The United States, richest of all nations, has the dubious distinction of having the highest youth unemployment rate among the minorities and the urban poor. Equally serious, underemployment is a major contributor to wasted human resources among minorities and women.

The problem of the unemployed between the ages of 16 and 23 is largely due to inadequate job preparation. Evidence suggests that high school counselors have been more involved in assisting students who plan for a college education than with other groups of students. If the present trend continues, nearly half of all college-age youth will be enrolled in college by 1980 though less than 20 percent of all occupations will require a college degree at that time. Most educators have little exposure to the world of work outside of education, and may unknowlingly provide incorrect, restrictive or out-of-date information to students.

A national study group of vocational educators (the National Advisory Council on Vocational Education, and forty-six State Advisory Councils) indicates that students do not get adequate technical-vocational guidance. Business and industry critics complain about this situation but few provide programs that will introduce educators to better insights regarding work in business and industry.

Thus, the challenge before responsible decision-makers in business, government and education is to upgrade the vocational knowledge and career guidance skills of educators*. The need for better junior and senior high school career guidance is serious throughout the nation, including many General Electric plant communities. (The need is most critical for young minority group members and females whose career options often have been drastically limited by poorly informed counselors and teachers who direct them toward traditional occupations with low compensation and poor upward mobility opportunities.)

General Electric personnel should recognize this is not a remote social problem. In all probability, a youth unemployment problem exists in every GE community, due in part to inadequate job preparation and poorly informed high school educators. Moreover, Company components have the capability to mount local Educators-In-Industry Programs to upgrade the career guidance knowledge and skills of local

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* The term "educators" as defined in this Handbook includes teachers, counselors and educational administrators.

educators. By involving local educators with industry as the following programs suggest, GE components can help local youth become better prepared for careers matched to their abilities and aspirations. And, components can contribute to their need for a continuous flow of potential manpower that is properly prepared intellectually and emotionally for a wide spectrum of industrial occupations.

The Educators-In-Industry Handbook is designed to provide General Electric plant representatives with guidelines to develop and implement local programs to provide educators – especially guidance counselors – with first-hand industrial experiences. The Handbook should be utilized as a source from which a local program might be adapted to meet the needs and constraints peculiar to a particular location.

This Handbook discusses the background of, and need for, local programs developed and implemented at General Electric facilities. It provides guidelines to initiate, conduct and follow-up a program. It suggests how local plants can elicit local support and tailor-make specific programs to meet local needs. And it provides examples of application and evaluation forms, program schedules, and budget items useful in designing and administering a local program.

This Handbook was developed primarily through the efforts of Calvin H. Conliffe of the Aircraft Engine Group (formerly Consultant – Corporate Educational Relations) and Dr. Thomas J. Sweeney of Ohio University, in consultation with various Company community relations managers having experience with General Electric Foundation Summer Guidance Programs. Several key university educators also contributed to and reviewed the Handbook.

GENERAL ELECTRIC EXPERIENCE IN CAREER GUIDANCE PROGRAMS

Since 1959, the General Electric Foundation has sponsored Summer Guidance Programs at selected universities to assist educators in increasing their capabilities for providing career guidance. These programs combine the instruction in counseling skills taught by university personnel (offering the participants six semester hours of graduate credits) with first-hand experience in General Electric plants and other local industry. This industrial experience has provided educators with insight into the operation, practices, organizational structure and career opportunities common to the industrial environment. To date, there are approximately 1,600 alumni of the GE Foundation programs – a pool of educators who can add their excellent experiences to local Educators-In-Industry Programs.

In 1971, GE's Appliance Park initiated a broad-based locally sponsored program to better expose local guidance counselors to the industrial environment and to inform them about the current career opportunities in industry. Similar programs have been conducted at several General Electric plant locations including Lynn, Massachusetts, Bloomington, Indiana, and Milwaukee, Wisconsin, with much success and enthusiasm indicated by both the General Electric personnel and the educator participants.

These programs have given educator participants valuable understanding of the education and training required for various industrial careers. And these programs have heightened the participants' capacity to relate to, and counsel more effectively with (a) vocational or technically-oriented students, (b) students without defined career objectives, (c) minorities and women, and (d) those with other career guidance concerns.

Of particular interest today is the effort by business and by educational and governmental institutions in combining forces to emphasize engineering as an achievable career goal for minority group students. Most local GE plants are involved in the internal PIMEG (Program To Increase Minority Engineering Graduates) effort. The Educators-In-Industry Program provides an excellent tie-in to the PIMEG effort. It addresses itself to one of the most serious problems at the pre-college level – equipping counselors and teachers with the knowledge and understanding necessary to encourage minority students toward engineering and other industrial careers.

The Summer Guidance Programs and the Company's own local efforts are not enough in themselves to meet the challenge. More help is needed by additional components and industrial concerns to work with educators in updating their career guidance knowledge and skills. The Educators-In-Industry Program is a further response by General Electric to that challenge, and can be implemented successfully only with the cooperation of local component personnel.

1. OBJECTIVES OF EDUCATORS-IN-INDUSTRY PROGRAMS

A. To provide educators with realistic job and work-related experiences and information.

B. To provide an adequate flow of manpower properly prepared intellectually and emotionally for the entire spectrum of careers in business and industry.

C. To provide a leadership mechanism for use by business and industry in the further education of career guidance personnel.

D. To make available the personnel and the facilities needed for exposing educators to the work environment.

E. To provide opportunities for continuing relationships between business/industry personnel and educators responsible for providing career guidance to students.

2. TYPES OF PROGRAMS

A variety of programs may be conducted. Generally there are three target populations of educational specialists for whom programs are planned: (a) counselors, (b) teachers, and (c) administrators. In addition, combinations of these specialists from the same schools can be selected as working "teams" who collaborate in implementing career guidance projects developed through the Educators-In-Industry programs. While programs will vary in emphasis according to the needs of the participants, the industrial information and experiences which they require will often be very similar.

The program format is most often one of two kinds:

a. Seminar: ten or more individual sessions conducted evenings or Saturdays during the school year. Sessions are of two or three hours duration involving panels, films, and interviews with exempt and non-exempt personnel as well as plant visits and "hands on" experiences.

b. Institute: one to two weeks of full-time sessions conducted during the summer with follow-up meetings during the year. With this format, program activities can be pursued in greater depth and scheduling can be more flexible to maximize participant experiences in the industrial work environment.

Either format can produce effective results. As a matter of note, graduate or in-service credits can be earned by participants in either type of program when they are planned in conjunction with university personnel and/or with local board of education approval.

3. LOCAL RESOURCES AVAILABLE

Programs require basically three kinds of local support: expert advice and information; cooperative assistance; and financial assistance. Sources of assistance in each of these areas include:

A. Expert advice and information from:
   1. Corporate Educational Relations
   2. Local school system personnel
   3. University counselor education specialists
   4. Local educators; professional associations
   5. State Department of Education
   6. Former GE Summer Fellowship Program participants

B. Cooperative assistance from:
   1. Local component management and personnel
   2. Union representatives

3. Local Chambers of Commerce and industry associations
4. Local school administrators
5. Vocational, technical, and college personnel
6. State employment commissions

C. Financial assistance from:
1. Local Company components
2. Cooperating businesses and industries
3. Chambers of Commerce
4. School Boards
5. State vocational education departments

4. ORGANIZING STAGE

A. Preliminary Assessment of Local Needs

1. Before embarking on a plan of action, an assessment of local needs will be required. This may be relatively informal in some cases, or somewhat systematically carried out in others (Appendix A). Answers will be necessary to questions concerning what industrial experience opportunities already exist for educators, what kinds of career guidance activities are being conducted in the schools, and what other local companies might participate in such a program.

2. Based upon the assessment of local needs, a tentative commitment to the support and encouragement of the program should be sought from the local Company component manager. The component manager will expect to receive a statement describing the rationale for the program, its scope, an estimate of financial cost and involvement of personnel, and the potential impact it can ultimately have on the lives of the young people.

B. Developing Community Support

1. An Advisory Committee

From among the types of people listed in #3 (Local Available Resources), an Advisory Committee composed of interested, key persons in the community can be convened to gain further data and suggestions. Because there is a need for representative experiences and perspective on such a body, minority group and women members may be desirable participants.

Such groups can be invaluable in providing knowledge of current practices, suggestions of needed activities, sources of educational and industrial experiences, methods of working through local community schools and professional groups and potential difficulties to anticipate. A tentative plan of action can then be developed in outline form based on this information and responses to the preliminary assessment.

2. A Steering Committee

Suggestions for the composition of a Steering Committee also may come from the Advisory Committee. This committee should be comparatively small (four to six members).

If university credits are considered for the program, a university counselor educator or similar person will be needed to help plan the activities requiring prior university evaluation and approval. Most state universities have a school or college of education with a graduate program in counselor preparation or a closely related area. Contact with the Dean of Education's office is all that is required to determine who in the college might have an interest in the program.

Similarly, a local school system representative (possibly the Director of Guidance and/or Pupil Personnel) should represent the superintendent's office. In addition to the Company representative, two or three other persons who represent supportive interests for the program may serve on the Steering Committee.

3. Involvement of GE Guidance Fellows

There are approximately 1,600 GE Fellows who have participated in summer guidance fellowship programs. Many of these individuals have demonstrated outstanding leadership in their local communities in the area of career guidance. For example, among the many successful projects they have implemented are:

Operation "Turn On": Career Education Awareness for Administrators. A program of activities designed to help school administrators provide leadership for the inclusion of career education in the school curriculum.

School Counselor: Consultant to Teachers. A project oriented to the needs of classroom teachers who wish to incorporate career guidance into the daily classroom schedule. The counselor is the career resource person ready to provide materials, information, and in-class assistance.

Project It: A Multi-Media Orientation to Career Decision. An audio-visual presentation directed to the middle school/junior high student. This is a vehicle for motivating students toward self-directing career search activities.

While most of the Fellows are located in areas with GE plants in states east of the Mississippi River, others have moved to locations throughout the country. For the purpose of inviting Fellows to assist with planning local programs, names and addresses of the GE Fellows are available through the General Electric Corporate Educational Relations Operation.

4. Setting Goals for the Program

The Steering Committee, guided by the preliminary assessment and the Advisory Committee's suggestions, should formulate the goals for the program. Typically, the goals should be stated in broad terms in order to identify general areas of focus for the program. For example, the following might be included:

a. To provide educators with a working knowledge of the many career and job opportunities available in industry, including required education, training and experience, incentives, and opportunities for advancement.

b. To share information with educators on the educational training programs available in industry for trade, technical, and supervisory positions.

c. To help educators learn effective methods and techniques for assisting youth in their career development.

d. To acquaint educators with the special needs of minorities and women in the process of career development.

These goals would be used to identify specific knowledge and skills needed by the educators. Activities required to fulfill the objectives then become the basis for the program.

Examples of specific program objectives will be found in the first sections of Appendices B and C which illustrate two basic program formats.

5. Evaluating Results

Evaluation should be a planned, integral part of the program. The Steering Committee, therefore, can anticipate this need early by establishing a process to measure the effectiveness of the program. A sample evaluation form will be found in Appendix D.

6. Maintaining Liaison

The Steering Committee should remain in close correspondence with members of the Advisory Committee as the program develops. Sharing responsibility precludes unnessarily heavy duties being given to only a few individuals.

5. PRE-PROGRAM CONSIDERATIONS

A. Providing Program Leadership

1. The GE representative who helps to initiate the program might also serve as the Program Coordinator for the first year or so. This will help assure proper "carry through"of the operation. In some cases, a university or local school system representative might be asked to coordinate the total program with GE personnel providing primary leadership for an industrial experiences sub-committee. In either case, the GE representative should assume a major role to assure initial success of the program and the follow-up activities necessary for its continuation.

The Program Coordinator should have:

a. a genuine interest in and knowledge of the career guidance needs of young people.

b. an empathy with the educator participants, many of whom have had only limited exposure to the industrial work environment.

c. a commitment to, and talent for, organizing special programs of this nature.

d. a position from which status, time and resources can be drawn to support the program including access to executive and supervisory offices when specific financial and other support are deemed necessary.

2. The Program Coordinator's duties include:

a. establishment of a detailed program schedule

b. preparation of announcement materials and application forms

c. selection of program participants

d. coordination of program implementation and evaluation

e. preparation of summary evaluation and recommendation for future activities and modifications

f. preparation of proper publicity through local media

B. Designing the Program

1. Developing the Basic Format

Developing the program format will be influenced by such factors as:

a. the types and/or combination of participants (i.e., teachers, counselors, administrators)

b. the number of participants, their particular interests, and their availability for summer, weekend, evening, or other schedule formats

c. the availability of industrial personnel and facilities of merit for use in program implementation

d. the type of recognition given to the program as an incentive to participation, e.g., in-service or university credit, released time, supplemental allowance to participants, etc.

The types of programs identified earlier – seminars and institutes – are described in more detail in Appendices B and C. The Program Coordinator should solicit suggestions for speakers, panels, films, etc., from members of the Advisory and/or Steering Committee and persons in his/her component. Appendix E offers additional examples of the types of industrial personnel which can be helpful, based on experiences of the Appliance Park "Bridging the Gap Program."

2. Providing Program Balance

Generally, the Program Coordinator will find that the following activities help to provide the kind of balance needed to sustain the interest and enthusiasm of the participants with about one-third of the time allotted to each:

a. formal presentations (lectures, films, demonstrations)

b. actual industrial training or work experience ("on hands" experience or "shadowing")

c. small group discussions (reaction/task groups)

Since availability of facilities, time, or personnel can effect program planning, the Coordinator will wish to insure that the allotment of time does not become significantly weighted in one area for expedience or convenience. For example, speakers, films and plant tours require less coordination, supervision and follow-up than training or on-the-job experiences. All of these can be valuable activities, but the former are less likely to result in the kinds of insights needed for effective career counseling.

C. Getting Local Plant Involvement

1. Local GE plant facilities and personnel can be utilized to better acquaint educators with the industrial environment. As soon as convenient, the involvement of other local industries should be sought. Such involvement will increase the variety of experiences for the participants, and broaden the base of support for the formal program and carry-on activities.

In addition to plant tours, individual or panel presentations, participants can benefit much from "shadow" experiences (i.e., opportunities to spend time observing and occasionally talking with workers at their work stations). Such activities require prior clearances, of course, with the employees, their supervisors, and in some cases, with local unions. Experience with this technique has been highly rated by program participants, employees, and supervisors alike. A genuine mutual respect among all persons involved is a usual and substantial secondary gain.

2. In the event that university personnel are involved in providing formal instruction to the participants, the Program Coordinator might wish to determine the feasibility of having these sessions at the plant. If this can be done, provision must be made for the normal instructional blackboard, audio-visual equipment, storage space for special guidance career kits and similar materials, etc.

D. Announcing the Program

1. Announcement of the program can be made through letters and application forms sent to local schools from lists provided by the superintendent's office and other local sources. These should indicate the purpose of the program, times and dates, requirements for participation, credits which can be earned, deadlines for applying, and sources of further information. Application forms should be prepared in sufficient quantity to allow a wide distribution. The application form should be brief but should cover basic information about the selection and later follow-up of participants (Appendix F).

2. Generally a minimum of four to six weeks is necessary between the time of initial announcement and the actual beginning of the program. Because of summer vacations, planning a program in the spring for implementation during the fall works best. In any event, ample opportunity should be provided to the educators to clear their calendars of other courses or commitments.

E. Selecting the Participants

1. The Program Coordinator (with the aid of the Steering Committee) should consider persons who will provide a balance in terms of sex, race, or other criteria to add diversity and greater exposure to divergent points of view. Consideration also might be given to selection of individuals who will be able to work together in teams to implement projects developed from the program.

2. In many cases, more persons will apply than can be accommodated at a given time. In such instances, those not admitted during the first program should be informed that they will be given first priority for subsequent programs.

F. Financing the Program

Budget considerations will likely include opening and closing banquets, graduation certificates and/or other appropriate mementos, refreshments, and miscellaneous expenditures for materials, film rentals and instructional supplies. Appendix G illustrates typical budget items.

The local GE component may help underwrite the major expenses of the first year of the program, although Chambers of Commerce and other businesses are often quite willing to make contributions to such a program. In most cases tuition costs are assumed by those participants who desire university credits.

6. OPERATIONAL BLUEPRINT

A. Conducting the Program

1. Getting Acquainted and Generating Enthusiasm

The greatest opportunity to build enthusiasm in a group is during the first few sessions. At this point in time, the tone, mood, and tempo of the program is usually set.

An opening banquet or luncheon is an excellent way of dramatizing the program's significance. Succinct messages regarding the program's objectives can be delivered by recognized leaders within business and education. It also affords the program participants an opportunity to become acquainted with the program staff as well as representatives of education, business, and all the general community who will be involved. A short overview of the

program content and objectives at this time will provide perspective and a sense of direction.

In the second session, objectives, content and outline of procedures of the program should be covered in detail. At this session the coordinator should establish a purposeful but intimate climate of activity. One technique is to have participants pair off and interview each other for ten minutes with the objective of introducing their partners to the group. Information of general interest can be shared, including what each hopes to gain from the program and how they hope to use it in their work.

Name tags, of course, are always helpful in the early stages of getting acquainted. Coffee or Coke breaks also contribute to an overall sense of relaxation in which the personal interests of individuals can be pursued.

2. Learning Experience

Among the most highly valued activities of the program will be those which give the educator insight into the motivation and orientation of industrial workers. By performing industrial tasks and by sharing and probing worker attitudes and values, the educator will be able to understand better his or her students' future transition from an educational to an industrial work environment. Through properly guided briefing and debriefing of these activities by industrial and/or university personnel, educators learn how to observe and understand the relationship between the job to be done and the required attitudes and abilities of the worker.

The following activities include some of the many direct and indirect experiences which Program Coordinators might consider for implementation:

Direct Activities	Indirect Activities
• Aptitude and interest testing discussions and demonstrations by state employment office personnel	• Viewing films or filmstrips on testing
• Simulating job interviews with employee relations personnel	• Role playing employment officer as an interviewer
• Discussions with recently hired employees about their experiences, including how they got their jobs	• Discussing employee attitudes, skill needs, etc., with personnel managers.
• Interviewing job trainees and recent high school graduates	• Listening to plant representative lectures regarding skill needs for various types of work
• Experiencing training programs	
• Experiencing "hands on" or shadowing of three or more employees over a period of two or three hours each	• Viewing films on plant operations, or taking planned plant tours
• Discussing labor-industry relations and employee benefit programs with union and industry representatives	• Reading pamphlets and similar materials about employee benefit programs, union activities, etc.
• Conducting a survey of future employment needs in the area, state and/or region	• Hearing lectures from state employment offices regarding employment needs, labor market supply, etc.

Direct experiences tend to be the most lasting when they are well-planned and timely. If local constraints limit the use of direct experiences, other alternatives are available as noted. For specific program examples, see Appendices B and C.

B. Evaluating the Program

Periodic program assessment techniques may differ from one program to the next; however, some systematic format will be valuable to the Coordinator. Generally, short answer type questions and rating scales give adequate information without necessitating more than a few minutes of each participant's time.

Care also should be given to the structure of a **final written evaluation form.** The form should identify each program segment separately to enable program planners to determine which elements should be altered or deleted as well as note those of recognized value. A general **Program Evaluation Form** (Appendix D) has been developed which provides a basis for comparing the success and impact of various Educators-In-Industry Programs. Unsolicited letters of appreciation from participants also can be useful documentation of the program's impact and value – and particularly so if they contain substantive data on how the participant has utilized the information gained in the redesign or more effective implementation of his/her work.

C. Winding up the Program

One way to highlight the program's conclusion is through a closing banquet. This occasion provides an opportunity to recognize each participant's accomplishments and to promote further ties between them and the business-industrial community.

The participants often are invited to help plan the activities of the final session. This may vary from a formal address by a prominent leader to presentations by the participants of one or more formal activities which they developed for use in their schools.

Advisory and Steering Committee members (including local superintendents and similar persons who are present) may be invited to help present certificates or mementos to the participants as evidence of their personal interest in their work. Letters of recognition sent to the immediate supervisor of the participants is another way of helping to emphasize the significance of the latter's work in the program.

7. FOLLOW-UP ACTIVITIES

A. Immediate Follow-Through

The GE Representative and/or Program Coordinator should follow the new program closely by publicizing its success locally, expressing appreciation to the participants and planning for follow-up activities. Upon the program's conclusion, debriefing interviews with the participants are recommended to furnish information for assessment and future planning purposes.

B. Long-Term Follow-Up

1. Follow-up activities in the form of planned discussions, programmed luncheons and workshops several months after the program's completion, are highly recommended to augment its impact. These activities also re-kindle

interest in, enthusiasm for and commitment to more effective career guidance of students.

2. Another suggested activity is to encourage the further utilization of various plant resources by educators and their students. This may take the form of plant tours, presentations by Company employees, and co-sponsoring of various industry-education activities such as student "hands on" experiences, classes conducted in the plant, Junior Achievement, and career placement assistance.

3. Planning for "next year"

The best time to begin planning for next year's activities is immediately after the conclusion of a summer or "in service" program. It is at this time that most of the successes and problems are most vivid and resource people are available for on-the-spot discussions and suggestions.

For additional information regarding Educators-In-Industry Programs contact:

Mr. Vincent McManus
Community Relations
General Electric Company
1100 Western Avenue
Lynn, Mass. 01905
8*263-4322

Mr. William H. Ferguson
Employee & Community Relations
General Electric Company
Box 158
Irmo, S.C. 29063
8*282-2500

Mr. William A. Lewis
Communications & Community Relations
General Electric Company
Louisville, Kentucky
8*334-4531

Mr. Louis Staum
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8*336-2215

Mr. Joseph M. Bertotti
General Electric Company
Corporate Educational Relations
Fairfield, Conn. 06431
8*229-2413

DIRECTIONS:
Circle the most accurate estimate and record the weighted score in the space provided in the left hand margin.

1. To what extent do educators in your area:

_____a. have contact with local industry and business personnel concerning employment opportunities for high school graduates, employment policies, and similar information.

frequently	occasionally	seldom	never
3	2	1	0

_____b. individually, or in groups, visit local industry and businesses for tours and informational materials.

frequently	occasionally	seldom	never
3	2	1	0

_____c. bring students into local industry and businesses to acquaint them with working conditions, training programs, etc.

frequently	occasionally	seldom	never
3	2	1	0

_____d. invite local business and industry personnel to meet with groups of students to introduce them to the work environment.

frequently	occasionally	seldom	never
3	2	1	0

_____e. conduct work-study programs in cooperation with local industry and business personnel for students still in school.

regularly	occasionally	seldom	never
5	2	1	0

_____f. conduct summer or year round part-time job placement services for students.

regularly	occasionally	seldom	never
5	2	1	0

_____g. conduct career guidance courses and/or groups for interested students.

regularly	occasionally	seldom	never
4	2	1	0

_____h. have three or more trade or technical education curricula available in the schools for interested students, in addition to home economics and agriculture.

regularly	occasionally	seldom	never
4	2	1	0

(Record the score for this section in the space provided: _____)

2. Indicate the percentage of students or youth in your area who are:

a._____ non-college bound

b._____ inner city

c._____ rural

d._____ minority

e._____ poor

f._____ drop-outs (entered elementary school—never graduated from high school)

(Record the subtotal of a. - f.: _____)

Scoring: If the subtotal percentage is 100 or more, score 0

If the subtotal percentage is 75-99, score 1

If the subtotal percentage is 50-74, score 2

If the subtotal percentage is 25-49, score 3

If the subtotal percentage is 25 or less score 4

(Record the score for this section (i.e., scoring, 0-4) in the space provided: _____)

Need Assessment Ratio*

(Record the total subscores of questions 1 and 2: _____)

The extent to which there is likely to be a need for vocational-industry experience programs for educators is:

0- 9: definitely needed

10-19: high probability of need

20-29: could be helpful

30-38: supplementary

*Because communities and circumstances vary so much from one location to another, it is wise to consider each question individually and to assess the importance it has for your community. For example, the overall score may be high but no program of industry-business experience is presently provided for educators. In such a case you may still find considerable interest on the part of educators for participation in and in order to further strengthen their abilities to assist their students.

The goal of this program is to provide each participant with a variety of experiences in industrial training and work settings that can apply to guidance of school age young people. Special attention may be given to target groups such as minorities and women or to themes relating to local and state manpower projects for the next decade.

Participant Activities
Each participant will visit three or more industries and have opportunities to determine employment practices and related information. Each will have two or more opportunities to have "hands on" experience in business and industry job positions for two or more hours each. And each participant will have two or more opportunities to discuss business and industry trends with leaders in the community.

Program Objectives Upon Completion
1. Each participant will be able to define or describe five important considerations for successful employment in business or industry.
2. Each participant will be familiar with three more employee-perceived motivating factors for employment in business and industry.
3. Each participant will be able to identify three more pre-employment training facilities used by local business and industry as sources of employees.
4. Each participant will develop a project related to vocational guidance which they will implement in their schools; e.g., career opportunities in engineering and related fields, career awareness programs for minorities and women, etc.

Time Options:
1. Two weeks pre-school full-time with five three-hour follow-up sessions.*
2. One week pre-school - one week post-school and five or more three-hour intermediate sessions.*
3. Late afternoon - evening enrichment - two-hour sessions once a week for five to ten weeks with occasional release time for plant visits.

Sample Program Schedule—Week I:

Sunday evening:	6:30-7:30	Social Hour
	7:30-8:30	Buffet Dinner
	8:30-9:30	Introduce special guests; address by business and/or educational leader.
Monday:	9:00-10:15	Introduction of program staff and orientation.
	10:15-10:45	Coffee break
	10:45-12:00	Questions by participants and discussion of program activities.
	12:00-1:00	Lunch
	1:00-2:00	Collect related pre-program knowledge of participants.
	2:00-3:15	Participant introductions
	3:15-3:45	Break
	3:45-5:00	Participant small groups—organize

Tuesday:	9:00-10:00	Orientation for plant experiences
	10:00-10:15	Questions
	10:15-10:30	Break
	10:30-12:00	Small groups: formulating objectives—individually and collectively
	12:00-1:00	Lunch
	1:00-3:00	Plant tour and/or orientation to on-the-job experiences
	3:00-3:30	Break
	3:30-5:00	Small group assessment
Wednesday:	9:00-10:00	Personnel policies and employment practices: presentation
	10:00-10:15	Questions
	10:15-10:30	Break
	10:30-12:00	Employment placing
	12:00-1:00	Lunch
	1:00-2:30	Employment interviewing of participants using VTR for feedback
	2:30-2:45	Break
	2:45-4:30	Continue VTR session
	4:30-5:00	Small group assessment
Thursday:	9:00-10:00	Training: On the job and adjunct programs through the community
	10:00-10:15	Questions
	10:15-10:30	Break
	10:30-12:00	Film: One related to exploring careers and post-high school training (e.g., "Jobs and Gender": women in non-traditional careers, "A Piece of the Action," minorities in engineering, etc.)
	12:00-1:00	Lunch
	1:00-3:30	Trade or technical school visit. Dialogue with students and staff, note attitudes about employment opportunities.
	3:30-5:00	Large and small group assessment of week's activities (opportunity for suggesting alterations or additions to next program activities.)
Friday:	9:00-10:00	Employment trends—curriculum and guidance implications: presentation
	10:00-10:15	Questions
	10:15-10:30	Break
	10:30-12:00	Film/filmstrip on job interviewing - small group discussion
	12:00-1:00	Lunch
	1:00-3:30	Job analysis exercise: Plant location
	3:30-4:30	Small group assessment

*Graduate credit possible if planned in advance.

Week II-III

Major Activities:

— First-hand experience in local businesses or industries under the direction of a supervisor and/or employee,

— Introduction to mini-training programs in local schools,

— Further review of audio-visual materials and techniques,

— Presentations and dialogue with labor and industry leaders on advancement and benefits.

Small group activities encourage the use of these experiences in keeping with the program objectives. One of the last activities should be collecting post-workshop data on what the participants have learned and their evaluation of the activities. Specificity is desirable in program evaluation, but if ability for drafting behavioral objectives is lacking, a program evaluation should be conducted to guide the Steering Committee in planning future programs.

This program involves more of an indirect activities approach to provide each participant with information and ideas that can be used in the career guidance of school age youth. This type of program requires fewer arrangements and coordination. It also has less impact unless each activity has participant reaction/discussion. Involvement with each activity, then, is essential.

Participant Activities

Each participant will have two or more opportunities to talk with business, industry and labor leaders about topics in the world of work. Each will preview three or more films, or similar audio-visual aids, related to topics such as: employment trends, job interviewing, training programs, job families, and student self-exploration. And each participant will take three or more industrial plant tours.

Program Objectives Upon Completion

1. Participants will be able to list at least five more characteristics of a successful worker than they could prior to the program.
2. Participants will be able to identify at least four more curriculum resources they can use in their work than they could prior to the program.
3. Participants will be able to identify four or more job trends of the next decade than they could prior to the program.
4. Each participant will be able to illustrate three or more methods needed to involve students in exploring their attitudes toward work, career exploration and/or trends for women and minorities in industry beyond what they could prior to the program.

Time Options

1. Late afternoon-evening sessions once a week for ten weeks.
2. Friday evening or Saturday morning for five weeks.
3. Adaptations of the above with an occasional daytime-release session for plant or related tours.

Program Schedule:

Sunday evening:	6:30-7:30	Social Hour
	7:30-8:30	Buffet Dinner
	8:30-9:30	Introduce special guests; address by speaker from business or education related to local career guidance needs of youth
Session I:	7:00-8:00	Welcome and orientation
	8:00-9:00	Coffee and introduction of participants
	9:00-9:30	Small groups to discuss goals of individuals
		Participants take home pre-program awareness questionnaire.
Session II:	7:00-8:00	Personnel policies and employment practices: presentation by a panel
	8:00-8:15	Questions
	8:15-8:30	Break
	8:30-9:15	Role-play or film on interviewing
	9:15-9:30	Small group assessment of evening's activities

Session III:	7:00-8:00	Training: on the job and adjunct programs (e.g., PIMEG)
	8:00-8:15	Questions
	8:15-8:30	Break
	8:30-9:00	Film presentation suitable for use in exposing student to training opportunities available
	9:00-9:30	Small group discussions on post high school training literature handed out at the close of last session
Session IV:	Visit to a vocational or technical school—dialogue with students and staff. Note attitude toward work, career expectations of minorities, women and/or handicapped persons, employment opportunities, etc.	
Session V:	Job analysis—what to look for and how to use it	
Session VI:	Management presentations concerned with factors necessary to successful operation of an industry, including community relations	
Session VII:	Visit to local plant (may be an extended evening session)	
Session VIII:	Employment trends for men, women, and minorities by industries and the implications in school curriculum and guidance	
Session IX:	Plant visit	
Session X:	Participant sharing of experiences implemented in their schools including project ideas. Final assessment of program and inventory by participants	
Closing Session:	Luncheon or banquet with certificates, mementos, etc. to participants and final speaker, possibly, from among the participants	

EVALUATION FORM
Example:

Appendix D

1. **INFORMATION ABOUT THE PROGRAM**
   a. What would be the best way to announce the program to educators for future years?

   _____
   _____

   b. List below, persons you would like to have receive next year's announcement.

   _____
   _____
   _____
   _____

2. **PROGRAM OBJECTIVES**
   a. Were they clearly stated? _____ yes _____ no
   Comments:_____
   b. Were they relevant to your needs? _____ yes _____ no
   Comments:_____
   c. Were they fulfilled satisfactorily? _____ yes _____ no
   Comments:_____

3. **LECTURES BY INDUSTRIAL REPRESENTATIVES (not banquet speakers)**
   a. Did they cover areas of interest to you? _____ yes _____ no
   b. (1) Other areas you would like to have included:

   _____
   _____

   (2) Areas that could be eliminated:

   _____
   _____

   c. Did speakers adequately cover their areas? (If not, explain) _____ yes _____ no
   Comments:_____
   d. Did the procedure enable you to get what you needed?
   _____ yes _____ no
   Comments:_____

4. **EMPLOYEE INTERVIEWS**
   a. Did they contribute to the program's value?
   (circle one) Much 1 Some 2 Little 3 None 4
   b. Were there too many? _____ yes _____ no Suggest eliminating:
   c. Were there too few? _____ yes _____ no What could be added?
   d. How could they be improved?

5. TOURS

a. Did they contribute to the program's value?
(circle one) Much 1 Some 2 Little 3 None 4

b. Were there too many? _____ yes _____ no Suggest eliminating:

c. Were there too few? _____ yes _____ no What would you add?

d. How could they be improved?

6. OTHER CONTACTS WITH INDUSTRY PERSONNEL

a. Should we continue to have two banquets? _____ yes _____ no

b. Did the banquet speaker cover topics of interest and value to you?
_____ yes _____ no Other topics you would suggest adding:

c. Are informal contacts at banquets, receptions, etc., with industry personnel of interest and value? _____ yes _____ no

d. Should there be more or less such occasions? _____ more
_____ less

7. WERE HANDOUTS AND AUDIO-VISUAL PRESENTATIONS USED EFFECTIVELY?

_____ yes _____ no

Comments:_____

8. SHOULD SCHEDULE:

a. _____ Tuesdays and Saturdays

b. _____ Tuesdays only

c. _____ Saturdays only

d. _____ Other (please specify)

9. WILL YOU BE ABLE TO DO A BETTER JOB IN YOUR SCHOOL AS A RESULT OF HAVING PARTICIPATED IN THIS PROGRAM?

_____ yes _____ no

Comments:_____

10. GENERAL COMMENTS AND SUGGESTIONS ON ANY PHASE OF THE PROGRAM:

DATE_____NAME_____
(Not Required)

PLEASE NOTE:
Specific items and spacing would require adjustment to allow for adequate, relevant responses from the participants.

The Appliance Park Program has been conducted on an evening seminar basis. All sessions are informal and provide many opportunities for questions. The participants are encouraged to take full advantage of every session by open, frank dialogue with GE personnel.

The participants are divided into small groups for portions of several sessions. Cross sections of the work force are sought, for example, black-white, men-women, older-younger. Information sessions are augmented by plant visits and similar activities. These activities have been found to be beneficial to the employees as well as the educators.

After refining the program activities, the GE Program Coordinator determined that these areas were of interest to the educators:

- **Employment Practices**
  Manager-Employment and Manager-Professional Recruiting give overview of recruiting sources and techniques, types of jobs available, qualifications required, training and expense necessary, growth potential, pay, types of candidates sought, and any other information required.
- **Industrial Design**
  Review of the unique role of industrial design in industry, job types, growth potential, pay ranges, and qualifications and types of candidates sought.
- **Medical Services**
  Medical Director and staff review services provided for employees, environmental health and safety measures.
- **Hourly Employee Interviews**
  Four participants/one employee sessions explore training, education, the job, pay, advancement potential, personal goals, and union-management relations.
- **Product Service Careers**
  Career potential in product service dsicussed: technicians needed country-wide to service products after installation—an excellent career opportunity for the technically-minded young person.
- **Education and Training**
  Industrial representative reviews the many employee educational plans and various training programs in manufacturing, engineering, relations and finance. Includes programs for the degree holder as well as the high school drop-out or high school graduate.
- **Trainee Panel**
  Four/one sessions on training programs. (Might include an apprentice tool and die maker, a relations trainee, manufacturing trainee, engineering trainee, and financial trainee.)
- **Relations Session**
  Three hour session about people and things. Panelists may include the Manager-Employee Relations, Manager-Communications and Community Relations, Manager-Plant Facilities and the Manager-Union Relations. Groups meet individually with the panelists for about 30 minutes each. This panel covers every facet of employee and community relations as well as plant facilities. It includes the many careers available in relations and facilities work, training and experience necessary, job specifications, growth potential, and salary ranges.

- **Non-Exempt Employee Interviews**
  Five non-exempt employees meet with five discussion groups. The panel may include a secretary, key punch operator, draftsman, technician, printer, industrial nurse, finance personnel, and other non-exempt employees.
- **Retail Marketing**
  Careers in marketing from the Company viewpoint are discussed as well as careers working on the retail floor selling to the consumer.
- **Manufacturing**
  The Manager-Manufacturing and his staff describe their jobs and the inter-relationship of responsibility with other manufacturing components. They discuss the types of people needed, conduct a tour of the manufacturing facility, directing attention not only to the equipment and procedures but to the people and jobs.
- **Engineers Round Table**
  Four engineers with varying experience, length of service, training, and level of responsibility discuss engineering as a career; its requirements, challenges, and future.
- **Minority Relations**
  Questions asked by participants include: What is industry doing to recruit minority personnel for responsible positions with growth potential? What is the Company doing to aid the various segments of the work force to learn to work together in a cooperative manner? What career potential is there for minorities and women?

APPLICATION FORM

Appendix F

Name: _____

Address: _____ Phone: _____
(Home)

_____ Phone: _____
(Business)

Present Position: _____

Years in this Position: _____

Previous Career Guidance Workshops or Courses: _____

_____

Education: **Degrees** **Year**

Colleges: _____

Other: _____

Have you any specific future professional plans? (Change in career emphasis, course of studies) _____

_____

_____

What would you most hope to gain from this program? _____

_____

_____

_____

Would you be willing to serve on a committee to finalize plans—schedule (dates, time, place) areas of interest, etc? _____

_____

Canteen

Opening Dinner _____

Closing Dinner _____

Breaks _____

Total _____

Supplies

Announcement Flyers _____

Applications _____

Name Tags _____

Pens _____

Pads _____

Notebooks _____

Total _____

Awards

Certificates and Holders _____

Mementos _____

Desk Sets (Graduation Gift) _____

Total _____

Total Program Expenditure _____