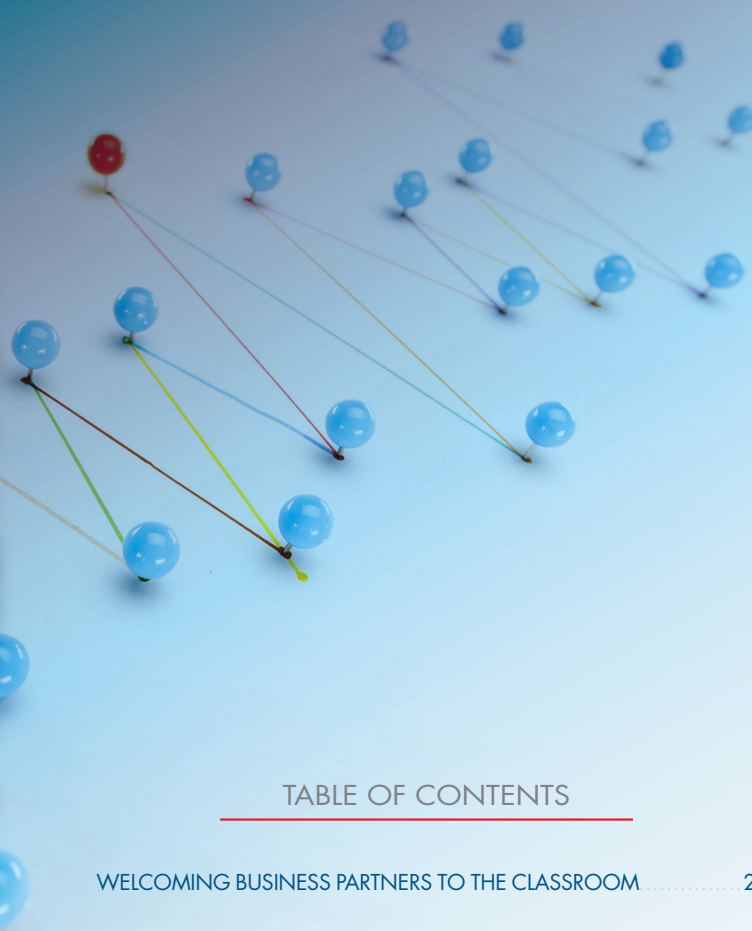




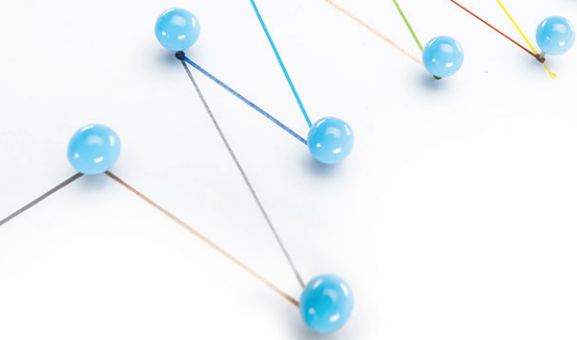
# BUSINESS PARTNER OUTREACH GUIDE



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# WELCOMING BUSINESS PARTNERS TO THE CLASSROOM

*Having students meet with business partners* is a wonderful opportunity to make connections within the community while instilling the value of the SkillsUSA Framework in your classroom. Business partners bring the Framework to life by providing real world examples of how the Essential Elements are applied. And, business partner connections can provide an interactive lesson plan in person or if students are learning online. Here are some other reasons this is important:

- Students can connect with professionals in their community.
- Students can explore careers through relevant examples and testimony.
- Business partners can interact with potential employees.
- Students can meet their potential future employers.
- Perspectives can be broadened and questions can be answered.
- Business partners allow you to deepen instruction in areas where you may lack personal knowledge or experience.
- Business partners give you and students a break from the regular routine (a little variety goes a long way!)



“  
... intentional learning and personal growth ... an integral part of business partner engagement.”

This resource will streamline the process of welcoming business partners into your classroom. You will find guidance in business partner outreach, resources for business partner preparation, student activities and exercises and evaluation tools for measuring student growth. Evaluation of growth is especially important as it ties directly into the objectives of the Chapter Excellence Program (CEP). Like everything you do with your SkillsUSA chapter and in the classroom, intentional learning and personal growth relative to Framework skills are an integral part of business partner engagement. The opportunities for student learning and active participation by your local business community will enrich your program now and in the future.



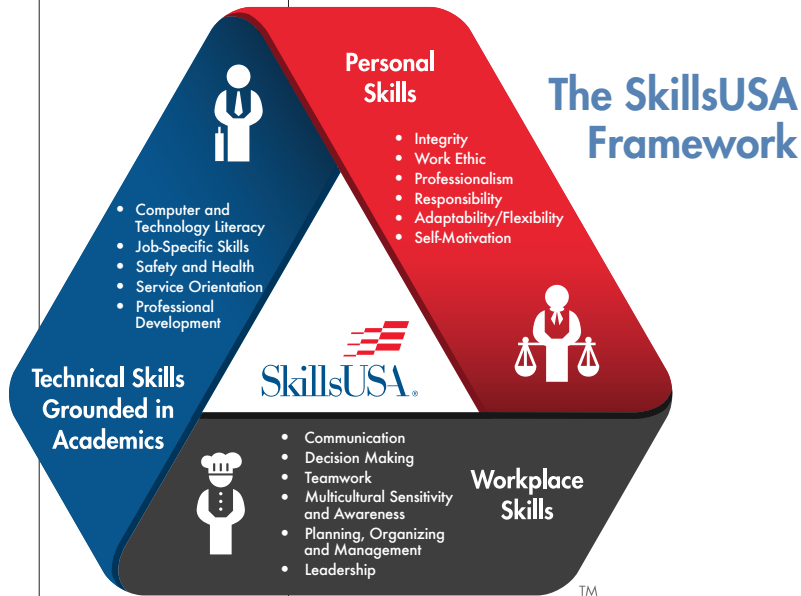
# FOCUSING ON THE SKILLSUSA FRAMEWORK

## *The easiest way to link business partner*

involvement with your chapter and classroom goals is to use the SkillsUSA Framework as your foundation. The Framework provides a common language that resonates with students, school administrators, parents and business partners, and it gives purpose to every SkillsUSA activity. It is the critical measure of student development along a learning continuum of awareness, demonstration and mastery.

As you and your students identify business partners and plan for their visit, reference the Framework to develop questions and structure student participation. Here are recommendations of how to keep the Framework central to each step of business partner outreach.

- Display a copy of the Framework when brainstorming which business partners to invite to the classroom.
  - Which business partners would be best to cover specific skill areas and Essential Elements for my chapter/subject area?
- Once you have a list of potential business partners, consider their relevance to a specific skill area and highlight the Essential Elements you'd like them to address.
  - What skill area and Essential Elements do my students need to hear about the most from this business partner? Maybe they can touch upon several.
- After partners have accepted the invitation, share the Framework background with them and discuss how you would like them to use it.
  - How can the partner reference the Framework to provide clarity in their presentation and support student understanding?
- Have students reference the Framework to develop questions prior to the partner visit. See the appendix for examples of student questions.
  - How do the questions relate to the Essential Elements being presented?
  - Will the questions lead to valuable discussion and insight?
  - Are the questions relevant to the partner's industry/business in supporting career exploration?



“  
... the critical  
measure  
of student  
development  
along a learning  
continuum ...



## THE FOUR-STEP PROCESS FOR BUSINESS PARTNER OUTREACH

*Business partner outreach* shouldn't be complicated — it should be enjoyable and worthwhile. We've outlined four simple steps along with two appendix sections, one for you and your students and one for business partners, to guide you.

### STEP 1: The Invitation

Once you've identified the business partner(s), extending a formal invitation gets the ball rolling. We recommend having students handle the invitations. This is an excellent opportunity for them to apply valuable skills in communication and professionalism. You can have chapter officers take responsibility for this or form a chapter committee.

When a student invites a partner, remind them that business partners are busy people and their time is limited. An organized and articulate approach is essential. Students can invite partners via email, a phone call, face-to-face or a combination. For example, some partners may prefer an email first, followed-up by a call. In the appendix, there is a sample email, phone script and talking points.

Some students may want to invite their boss/supervisor from their current job, which would make a face-to-face invitation ideal. Use discretion based on the existing background you may have on the partner and their industry.

Regardless of approach, some key information **MUST** be included to make the invitation effective and professional. Use the following checklist to ensure the basics of the invitation process are covered:

- Give a personal introduction with name, school and SkillsUSA affiliation.
- Briefly explain the presentation request. Reasons could include:
  - Learning more about this business/industry area.
  - Exploring career opportunities.
  - Hearing about the skills needed for success in business.
  - Finding the relevancy to SkillsUSA Framework and Essential Elements being learned in the classroom/chapter.
- Clearly state the proposed date, time, location and length of presentation desired and offer flexibility on the date if needed.
- If the business partner accepts, thank them and let them know additional information will be provided prior to the presentation by the advisor.
- Confirm their email address and phone number and the best way for your advisor to reach them during follow-up.
- Offer to email a copy of the SkillsUSA Framework if inviting by phone or include a copy of the SkillsUSA Framework in an email invitation.
- Thank them again and let them know you look forward to meeting them.



“ . . . activities are broken up into: focus on the future; focus on career opportunities; focus on real-world stories . . . ”



## STEP 2: Advisor Follow-up with Business Partner

Shortly after students make the invitation and secure the visit, follow up with the business partner via a telephone call, email or both. We recommend two parts to the follow-up to ensure a thorough and supportive process for the business partner.

**Part I:** Thank the business partner for agreeing to speak to students and email the resources the student mentioned in the invitation. *These resources can be found in the appendix.*

- A.** Let the business partner know the resources will include:
- SkillsUSA Framework background handout (see appendix). They may have a copy of this sent to them from the student during the invite process.
  - Business partner presentation planning form — for business partner to return to you by a specified date (the earlier the better).
  - Presentation strategies for incorporating Essential Elements.
  - Engagement and Activities handout for business partner reference.
- B.** Explain a little about each resource:
- The Framework background provides an explanation of the SkillsUSA Framework and Essential Elements, which serves as the basis for all SkillsUSA activities. By using the Framework, student learning is intentional, relevant and measurable. Communicate the skills area and Essential Elements you would like them to focus on in their presentation to align with current classroom learning and SkillsUSA programming.
  - The business partner presentation planning form enables them to share about themselves (for students to write an intro) and their industry/business, as well as logistical details for the visit such as where to park and check-in at the school.
  - Presentation strategies for incorporating Essential Elements provides an outline of specific employability skills (the essential elements) and suggestions for how the business partner can incorporate those into the presentation.
  - The engagement and activities handout provides suggestions as they prepare their presentation and options for keeping students engaged. These activities are broken up into: focus on the future; focus on career opportunities; focus on real-world stories; focus on visuals; focus on use of technology; and focus on preparation for questions. They are invited to incorporate a few or several of these suggestions as they prepare. *See appendix for details.*

**C.** Request a second follow-up (Part II):  
Schedule a follow-up phone call or Zoom meeting with the business partner to go over specifics after they have returned the planning form and reviewed the resources. Let them know this will only take 15 minutes of their time to support preparation and answer any questions they may have. We recommend the second follow-up occur a week before the presentation.

**Part II:** Once you receive the planning form back and the partner has reviewed your materials, you are ready for the planning call. Use the visit planning form as reference and fill it in prior during the call. Be sure to have the resources you sent the business partner

on hand for the call. Here are the items to discuss during your conversation:

Review the visit. Thank the partner for returning the planning form and review the date and time of the presentation, length of the presentation, where to go upon arrival, etc. If this is a virtual presentation, review the presentation technology and make sure the business partner received a link to log-in to the meeting online.

Discuss the Framework. Ask if they've had time to review the Framework and if they have any questions. If they have not had time to review it, go over the Framework briefly. Then home in on the skills area and Essential Elements you would like them to focus on during their presentation. Let them know it's important to provide messaging about why these Essential Elements are important in the workplace and provide specific examples of how they see or use them. Have them place a check mark by the Essential Elements you would like them to cover on the "Strategies for Incorporating Essential Elements" form.

Advice on activities. Ask if they've decided on which activities will work best during their presentation. If they already have some selected, excellent. If not, make suggestions. Let them know the students will be prepared to participate in these activities.

Provide your contact information. As you close the conversation, be sure to provide your contact information if they don't have it or confirm the information they do have in case they have additional questions or need to get in touch prior to the presentation.

### STEP 3: Student Expectations

Just as you support the business partner, students need to be prepared to put forth their best effort for both in-person and virtual meetings. It is also key for students to have roles and responsibilities during the visit to keep it student-centered. Set expectations and you will be amazed with the results. Preparation will also help create a positive image for SkillsUSA, your chapter and the CTE program.

**Delegate student responsibilities:** Work with chapter or class leaders to determine the following roles (if the meeting is virtual, some will not apply):

- Who will greet the business partner when they arrive?



“  
... it's important  
to work on  
messaging  
about why  
these Essential  
Elements are  
important in the  
workplace ...  
”



- Who will introduce the business partner?
- Who will be in charge of refreshments?
- Who will lead the Q&A session?
- Who will be in charge of thanking the presenter?
- Who will ensure the required technology is ready?
- Who will make sure the classroom or presentation location is clean and organized?
- Who will take photographs during and after the presentation?
- Who will send a thank you to the partner following the presentation?
- Who will write up a brief story for the school newsletter?

**Review professional behaviors:** Preparing for a business partner visit is a great time to review professional behaviors.

- How to dress for the presentation — will officers wear SkillsUSA blazers?
- Etiquette for question and answer session; respectful discussion.
- Review of handshakes and introductions.
- Body language awareness during the presentation; staying engaged.
- If virtual, review best practices for participating in an online format.

**Create relevant questions:** Based on your follow-up meetings with the business partner, guide the students in developing questions ahead of time. Ensure the questions are geared toward the Framework and Essential Elements, and are pertinent to the business partner's line of work. The appendix has examples for each Essential Element.

**Discuss activities and participation:** Let the students know they will be participating in activities during the presentation and the business partner is aware of this. Share the activities they can expect based on your discussion with the business partner. Supporting documents for the following activities are in the appendix:

- Focus on the **FUTURE**, Crystal Ball Activity: Prior to the presentation, have students imagine what their future would look like if they could look into a crystal ball. Have them record what they think the business might look like in 20 years, what will impact the success of the business, and what changes may impact the business negatively. These questions can be used for discussion following the presentation.

- Focus on **CAREER OPPORTUNITIES**: The business partner will talk about four different positions within the company and discuss salary, education/experience required, and the most important employability skills needed. Prior to the presentation, students will be given a handout with a large Framework graphic. They will be asked to underline Essential Elements they believe are most important to the business partner and this industry. During the presentation as they hear specific Essential Elements presented, have them circle those on the paper.
- Focus on **REAL-WORLD STORIES**: As the business partner shares stories of personal success or overcoming challenges, students will use the SkillsUSA Framework Bingo Sheet with Essential Elements (featured in the presentation) randomly place on cards. (When making Bingo sheets, move Essential Elements around so each card is different.) Challenge students to mark their card each time the speaker refers to one of the Essential Elements during the presentation. The first student to receive Bingo wins a prize.
- Focus on **VISUALS**: Some business partners may want to use a PowerPoint or share a video to create interest. Using the Windowpane Capture Sheet, have students create their own visual representation of the presentation by capturing interesting information and turning it in after the presentation for a grade.
- Focus on **TECHNOLOGY**: If a business partner addresses new technology, processes or ideas, or brings a technology demonstration into the classroom, encourage student discussion with the business partner. Have students identify the Essential Elements critical to the use of new technology or ideas in a business. Tie in Essential Elements such as computer and technology literacy and job-specific skills.



“ . . . to show how business partners can broaden industry knowledge as students consider various career pathways.”



## STEP 4: Gratitude and Evaluation

Once the presentation is over, there are two final actions that need to happen to optimize the impact of the business partner presentation.

1. Express gratitude by providing a proper thank you.
2. Evaluate student learning.

**Gratitude** — There are many ways you and your students can thank the business partner. We recommend an action of gratitude immediately after the presentation, followed by a written thank you note mailed within a week after. Ideas for immediate thank yous include:

- Assign a student to stand up, shake the business partner’s hand, and thank the business partner on behalf of the class or chapter.
- Present the business partner with a token of appreciation such as a SkillsUSA coffee mug or water bottle, keychain, hat or magnet (visit [skillsusastore.org](http://skillsusastore.org)).
- Host a brief reception after the presentation with refreshments.
- Invite the business partner to attend a future chapter event, judge a competition, host a field trip or join an industry advisory committee for the training program.
- Be sure to take a few photos during and after the presentation.

Send a written thank you within a week of the presentation:

- Handwritten note from one student on behalf of the class or chapter.
- A thank you card with a brief note signed by all of the students.
- A letter or email with a photo of the class included with the presenter and signed by chapter officers or class leaders.

Whatever you decide, the thank you should be personable, professional and provide examples of how the presentation was impactful. *See appendix for sample thank you messages.*

**Evaluation** — As you may have seen on the SkillsUSA Chapter Excellence Program application, evaluation of student growth and understanding/application of essential skills is at the heart of business partner involvement. We want students to know what an essential element such as computer and technology literacy looks like in a work setting and why it is relevant. We also want to show how business partners can broaden industry knowledge as students consider various career pathways.

We have created two resources for evaluation:

1. Business partner evaluation form — Use this form to determine what worked well and what didn’t so you can improve future business partner visits.
2. Student Framework/Essential Element assessment — Use this form before and after the presentation to determine the level of student learning and engagement.

## SAMPLE Email Invitation from Student

To: mradefeld@northsidehospital.org  
From: Susie Smith  
Subject: Healthcare Career Visit to Northside High School

*Note:* If sending email first, always call and confirm email address. Also, make sure the subject line is short and relevant.

Dear Nurse Radefeld:

The Northside health science program is currently studying careers in our Introduction to Health Science class. As a sophomore at Northside High School, my classmates and I are excited to be learning about healthcare careers. We would like to invite you to visit our classroom to discuss your experience as a registered nurse, and the roles of a few others you work with at the hospital.

Our class is particularly interested in learning about the type of education and experience required for different positions as well as the academic, technical and employability skills needed. We are also interested to know how these details tie into our SkillsUSA Framework of personal, workplace and technical skills that help prepare us for career success. Within the Framework, our class is currently focusing on the Essential Elements (employability skills) of integrity, work ethic, and multicultural sensitivity and awareness. We are interested in how these three areas impact employment in the health care industry. I have attached a copy for your review.

We are flexible, but propose the following date and time:

Date	October 29
Time	10 a.m. to 10:50 a.m.
Location	Northside Town High School Health Science Lab, Room 415

I will follow-up by phone to determine your interest. In the meantime, please do not hesitate to contact me at [Susie.smith@NorthsideHS.edu](mailto:Susie.smith@NorthsideHS.edu). Please note that if the proposed date and time doesn't work with your schedule, we can discuss alternative options.

We appreciate your consideration of our invitation. Thank you for all you do as a registered nurse.

In gratitude,

*Susie Smith*

SkillsUSA Partners and Alumni Committee Chair

## SAMPLE Script for Phone Invitation from Student

*Note:* Confirm phone number and best time to call. Take a deep breath and be ready for them to answer.

Script if the business partner answers the phone:

**Susie:** Hello, Nurse Radefeld; my name is Susie Smith. I am a health sciences student and a member of the SkillsUSA chapter at Northside High School.

*Nurse Radefeld:* Hi, Susie.

**Susie:** I am calling because our health sciences class is exploring healthcare careers and we wanted to invite you to speak to our class. Hearing from those in industry is one of the best ways we can explore career options and learn more about the education, experience and skills required to succeed.

*Nurse Radefeld:* You are definitely right about that! I would love to come speak to your class, but need to see if it will work with my schedule. I'm also interested to know more about the length of the presentation and other details.

**Susie:** We know you are busy and appreciate you considering this. The date we are looking at is Friday, Oct. 29 at 10 a.m. during our health sciences class. Your presentation would be about 30 minutes with time for questions and answers. If this date does not work, we can always look at alternative dates.

*Nurse Radefeld:* Looking at my schedule, I think that will work. Can you email me information to help me prepare?

**Susie:** Absolutely. I will email you a copy of the SkillsUSA Framework, which is our guideline for developing personal, workplace and technical skills, and my instructor will follow-up with other details because we know your time is valuable.

*Nurse Radefeld:* That sounds like it will work!

**Susie:** Excellent. Let me confirm your email address. It is [mradefeld@northsidehospital.org](mailto:mradefeld@northsidehospital.org)? And is XXX-XXX-XXXX the best number to reach you? When is the best time for my teacher to follow up?

*Nurse Radefeld:* Yes, the email and phone number are correct. Please let your teacher know that email is the best way to reach me and then we can schedule a call since my shifts change from one week to the next.

**Susie:** Sounds good. We appreciate your time and look forward to meeting you on the 29th.

*Nurse Radefeld:* I look forward to it as well. Thank you for calling.



## SAMPLE **Script for Phone Invitation from Student**

Script if the call goes to voicemail:

“Good morning Nurse Radefeld. My name is Susie Smith and I am a health sciences student at Northside High School and a member of the SkillsUSA chapter. We are exploring healthcare careers. As part of our curriculum, we would like to invite you to speak to our class so that we can learn more about your day-to-day responsibilities as a nurse, as well as the education and experience required for this job. We would also like your insight on other healthcare careers at the hospital. We are looking at October 29th at 10 a.m. as the date and time, but can be flexible according to your schedule. I can be reached at the main school number or by email at Susie.smith@NorthsideHS.edu. (REPEAT phone number and email.) I will also follow-up by email to provide information. We look forward to hearing from you.

Thank you for your time.”

### INVITATION TIPS:

***Be Courteous*** — Always respect the time and schedule of the business partner.

***Be Clear*** — Speak or write clearly about the purpose of the visit.

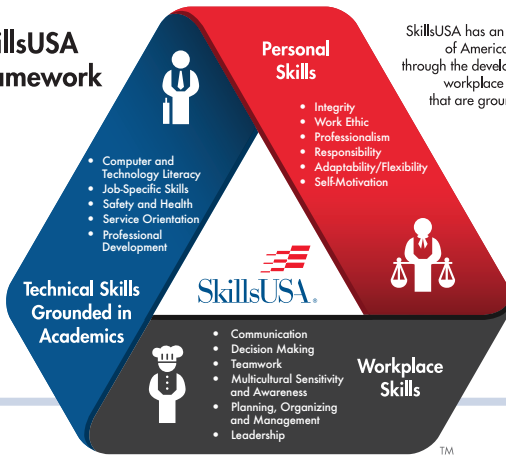
***Be Professional*** — When inviting the business partner, act as though you want to be hired.

***Be Prepared*** — Practice what you plan to say beforehand and have the details ready.

***Be Flexible*** — Always have an alternative date and time.

***Be Friendly*** — Let your hospitality shine through in written and verbal communication.

# Presentation Planning Form — For use by Teacher/Advisor

Date of Presentation:	Name of Presenter:	
Business/Industry:	Phone:	Email:
<p>Preferred SkillsUSA Framework Essential Elements for business partner to focus on during the presentation.</p>	<b>SkillsUSA Framework</b>	 <p style="font-size: small;">SkillsUSA has an impact on the lives of America's future workforce through the development of personal, workplace and technical skills that are grounded in academics.</p>
<p>Materials or websites students should review prior to the presentation:</p>		
<p>Technology, room setup or supplies needed for the presentation:</p>		
<p>Handouts or materials the business partner plans to distribute:</p>		

Preparation Notes

- Do I have biographical information on the presenter so students can write an introduction?
- Did I review the SkillsUSA Framework and Essential Elements materials with the partner?
- Did I review the engagement and activities page?

Other follow-up needed:

Other notes/concerns:

# SkillsUSA Framework Bingo Sheet

When you hear an Essential Element mentioned in the presentation, you may mark the square.

G	O	A	L
Integrity	Safety and Health	Teamwork	Leadership
Responsibility	Service Orientation	Self-Motivation	Work Ethic
Decision Making	Multicultural Sensitivity and Awareness	Job-Specific Skills	Planning, Organizing and Management
Adaptability/Flexibility	Communication	Computer and Technology Literacy	Professional Development

*Note:* Be sure to use the Essential Elements you know will be mentioned based on those you would like the speaker to focus on during the presentation. If you have to put a few of the same Essential Elements on the board, that is fine.

# Windowpane Capture Sheet

During the presentation, capture interesting information presented in the visuals. Record the Essential Element that is highlighted or could be applied to the visual presented.

Essential Element:	Essential Element:	Essential Element:	Essential Element:
Essential Element:	Essential Element:	Essential Element:	Essential Element:
Essential Element:	Essential Element:	Essential Element:	Essential Element:
Essential Element:	Essential Element:	Essential Element:	Essential Element:

## SAMPLE Essential Element Questions for Business Partners

*Note:* These are sample questions students might ask the partners, but they are encouraged to develop their own unique questions for each Essential Element as it relates to the business partner who is speaking. And, decide in advance how many questions time permits so you do not overwhelm the industry guest.

### Integrity:

- How important is integrity in your business?
- What happens when employees fail to illustrate integrity on the job?
- How do employees demonstrate integrity in your business?

### Work Ethic:

- How does your business expect employees to demonstrate work ethic?
- How do you instruct employees on business policies, procedures and expectations?
- At your company, are most employees self-directed or are they heavily managed?

### Professionalism:

- What does acting professional mean within your business?
- How is employee loyalty rewarded or recognized in your business?
- How does your business reward a positive image and attitude?

### Responsibility:

- What behaviors demonstrate responsibility in your business?
- How are employees expected to contribute to the success of your business?
- What happens to employees who are not considered responsible?

### Adaptability/Flexibility:

- How important is adaptability within your business?
- How does your business deal with failure?
- How do you encourage new, original or clever ideas from employees?

### Self-Motivation:

- Why is self-motivation critical to a person's success?
- How does your business encourage or reward self-motivation?
- What expectations does your business have for employees to further their education?

### Communication:

- Why is effective communication vital to your business?
- How important are writing and reading skills in your business?
- What is the expectation of communication between supervisors and co-workers?

### Decision Making:

- How do you make tough decisions?
- Are employees allowed to make important decisions without checking with supervisors?
- How important is creativity in your business?

## Teamwork:

- What skills do you look for when you select employees to serve on teams?
- How do you balance individual contributions with the accomplishments of the team?
- How does your business help develop trusting relationships between employees?

## Multicultural Sensitivity and Awareness:

- Is your business focused on diversifying your workforce?
- What does your business do to build relationships between diverse employees?
- How do you handle insensitive remarks, off-color humor or practical jokes that may upset or hurt another employee?

## Planning, Organizing and Management:

- What procedures do you use for planning and organizing your work?
- What behaviors and skills do you look for in employees to promote into management?
- What is your business's vision and mission?

## Leadership:

- What type of leadership is expected from your employees?
- How can employees be both personal and professional with each other?
- Do you hire courageous leaders?

## Computer and Technology Literacy:

- What are some of the new technologies you see affecting your business?
- What computer skills are required for employment with your business?
- How do you help your employees keep up-to-date with new technology skills?

## Job Specific Skills:

- Does your company provide training for employees in needed job skills?
- What is your onboarding and training like for new employees?
- How important is it to see job-specific skills on a potential employee's résumé?

## Safety and Health:

- How is safety reinforced within your business?
- What expectations does your business have for dress code and behavior?
- How does your business hold employees accountable to your personnel manual?

## Service Orientation:

- What customer service training do you provide to your employees?
- What rules do you have on personal use of cell phones at work?
- How do you help employees focus on the work at hand and not be distracted?

## Professional Development:

- What licensing and certifications are required for employment with your business?
- What professional development does your business provide for employees?
- How does your business help employees earn additional certifications?

# Student Questions for Guest Speaker

Name: \_\_\_\_\_ Guest Speaker: \_\_\_\_\_

Topic: \_\_\_\_\_

Directions: Develop three quality questions about the topic our guest speaker will address. Do not create questions that can be addressed with close-ended (Yes or No) answers. The questions should be open ended to allow for explanation.

Question	Answer
1.	
2.	
3.	

*Remember to thank the business partner for their time!*



## SAMPLE Introductions and Thank You

(For in-person or virtual presentations)

### Sample speaker introduction:

“I am excited to introduce our speaker for today’s class, Nurse Sarah Radefeld from Northside Hospital. Nurse Radefeld has been a nurse for nearly 20 years, serving our community hospital almost her entire career. She has experience in the emergency room, labor and delivery, and is currently a nurse supervisor for a staff of 10 registered nurses and five nurse practitioners. Today she is going to speak to us about nursing, the hospital environment and the Essential Elements that she applies on the job. Please help me in welcoming Nurse Radefeld.” (Lead class in applause.)

### Sample verbal thank you upon completion of presentation:

“Nurse Radefeld, on behalf of our health sciences class here at Northside High School, I would like to thank you for your time today. We appreciate the insight you offered about nursing and other health care careers at the hospital, and for answering our questions. You have helped us make connections to the SkillsUSA Framework and to our own personal career exploration and readiness. We’d like to present you with a SkillsUSA water bottle as a token of our appreciation. Thank you for your service to our community.”

### Sample of a written thank you sent within a week of presentation:

Notes should be handwritten neatly, or typed and then signed by chapter officers or all students who attended the presentation.

Dear Nurse Radefeld,

Thank you for taking time out of your busy schedule to speak to our health sciences class. We enjoyed hearing about your daily routine and experiences as a nurse. Your emergency room stories really made me appreciate nurses! We are also grateful for the information you provided about other careers at the hospital such as X-ray technician. It has opened our eyes to the opportunities available in health care careers. Thank you again for your support of our SkillsUSA chapter and health sciences program and for all you do in the community.

Sincerely,

*Susie Smith*

# Speaker Evaluation Sheet – For Students to Complete



Student Name:	Date of Presentation:
Name of Presenter and Job Title:	Business/Industry Represented:

What Essential Elements did the presenter cover?



How did the presentation influence my perception of this job and/or industry?

What did the presenter say that resonated with me?

What could have been different for the presentation to be more effective?

# Career Knowledge/Essential Elements Evaluation

(Part I to be completed prior to presentation, Part II to be completed after)

Student Name:	Date of Part I Completion: Date of Part II Completion:
Name of Presenter and Job Title:	Business/Industry Represented:

## PART I *(Before presentation)*

Name three things you know about this job or industry.	
What type of education and experience is required for this position? What is the salary range?	
Write down one of the Essential Elements to be presented and how you think it is applicable to this career.	
On a scale of 1-10, how interested are you in this career? Why?	

## PART II *(After presentation)*

Name three things you know about this job or industry after hearing from the business partner.	
What new information did you learn about the education and experience required, and salary range?	
For the Essential Element you listed, give an example of how the presenter applies this in his or her career.	
After hearing this presentation, on a scale of 1-10, how interested are you in this career? Why?	

## APPENDIX 2 BUSINESS PARTNER RESOURCES

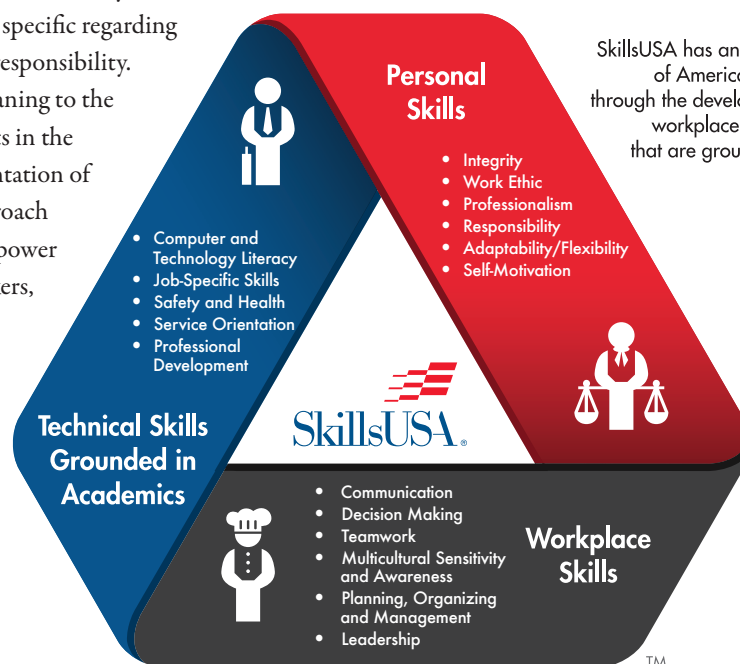
On behalf of our SkillsUSA chapter and the role of SkillsUSA in fostering career readiness, we thank you for your time and willingness to share your knowledge with us. Those who have practical experience in a specific industry are the greatest teachers in helping our students understand career opportunities and needed skills. This not only broadens their perception regarding various careers, but it also offers an opportunity for community engagement and networking. We know your time is valuable and we appreciate your investment in America's future workforce. You are an integral part of our success. Thank you!

### SkillsUSA Framework Background

#### *The SkillsUSA Framework — Building Futures, Changing Lives*

Career and technical education (CTE) and SkillsUSA exist because we believe every student deserves career success. It's that simple. We're in the business of ensuring students are ready to excel in their careers and as leaders of their communities. It's an awesome responsibility, but one to embrace because it defines our legacy of positively influencing student lives and supporting our nation's economic future.

What do students need for career readiness? The answer resides in the SkillsUSA Framework for developing personal, workplace and technical skills. This trifecta of student success centers on industry demand and builds the foundation for relevant and intentional student learning and leadership development. Within each skill area, there are specific Essential Elements. The Essential Elements are high-demand employability skills as defined by industry, and the benchmark for measuring student success during an activity. If students learn the Essential Element of responsibility during a personal skills activity, the Framework requires that a chapter be specific regarding the "how and why" students learned responsibility. This conscientious approach adds meaning to the valuable experience gained by students in the planning, organization and implementation of activities. Most importantly, this approach actualizes SkillsUSA's mission to "empower members to become world-class workers, leaders and responsible American citizens" on the local level.

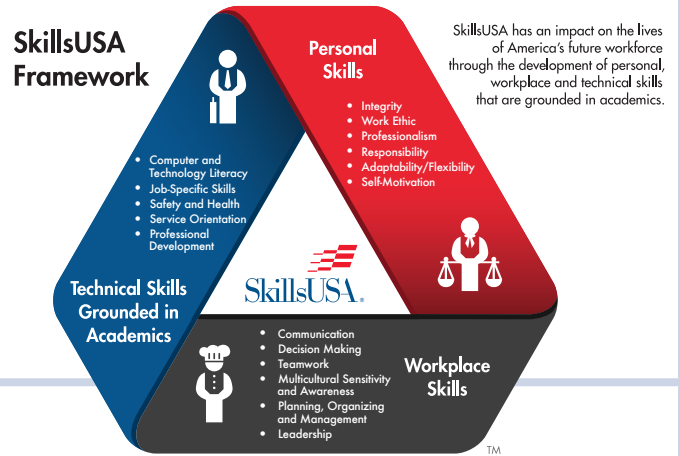


# Business Partner Presentation Planning Form

*To be completed by the instructor*

Date of Presentation:	Location and Room #:	
Name of Presenter and Job Title:	Class:	Arrival Procedure:
Technology Needed:	Grade Level of Students:	

SkillsUSA Framework Essential Elements to focus on during your presentation:



Materials/websites students should review prior to the presentation:

Technology/Setup/Supplies needed for presentation:

Handouts/materials needed:

# Presentation Strategies

For incorporating SkillsUSA Framework Essential Elements.

## FOCUS ON THE SKILLSUSA FRAMEWORK

The instructor will share with you the Essential Elements that are the focus of the instructional program and SkillsUSA chapter this year. There are boxes for you to check as you review with the instructor so you know which ones to focus on. It is important to reinforce the value of those Essential Elements and the impact they have on your business. Listed below are the career skills areas — personal, workplace and technical skills — with Essential Elements and how they relate to career readiness underneath.

### Personal Skills

#### ■ Integrity

Talk about the importance of being dependable and acting with integrity in your company.

It can be hard to admit when you make a mistake. Elaborate on why being honest when you make a mistake is important within your company.

#### ■ Work Ethic

A recent survey found that employers have trouble finding applicants with strong technical skills as well as a good work ethic. Does this mean that opportunities exist for those who are willing to work hard, learn a skill and produce high-quality work? How important is work ethic to your business?

#### ■ Professionalism

It is said one's greatest asset is your reputation. Discuss the role professionalism plays your business and what level of professionalism is required in your business.

#### ■ Responsibility

Define your business's expectations for employees taking responsibility for their actions.

#### ■ Adaptability/Flexibility

Discuss the importance of adaptability, flexibility, determination and perseverance in your business.

Talk about how your business deals with failure and mistakes by employees.

#### ■ Self-Motivation

Describe your business's expectations for employees being self-motivated rather than always being told exactly what to do or how to do something.

#### ■ Communication

Explain the importance of communication skills in your business. Identify the specific skills required for success.

#### ■ Decision-Making

Identify the level of decision-making expected in specific positions in your business. Does your business have a decision-making process that is followed?

#### ■ Teamwork

Talk about your business's expectations for teamwork.

Knowing that conflicts happen when teams work together, how does your business deal with conflicts on a work team?

#### ■ Multicultural Sensitivity and Awareness

Describe how diversity and inclusion impacts your business's performance and what your business does to promote multicultural awareness.

#### ■ Planning, Organizing and Management

Talk about how important grit and perseverance are in your company. Explain your business's vision and mission and how it guides the planning, organizing and management of the business.

#### ■ Leadership

Describe the role and expectations of leadership in your business. How does having a shared vision impact the leadership ability of your employees?

### Technical Skills Grounded in Academics

#### ■ Computer and Technology Literacy

Talk about how emerging technology affects your business model and how employees keep up with new technology.

#### ■ Job-Specific Skills

Describe the training your business provides to new employees or individuals that want to upgrade their skills. Talk about the role of self-confidence in performing job specific skills.

#### ■ Safety and Health

Talk about the safety and health requirements for your business and how you reinforce those requirements.

#### ■ Service Orientation

How does a strong customer service orientation support your business?

What is your company's policy on the use of personal cell phones during business hours?

#### ■ Professional Development

How does your company support ongoing professional development for all employees? Is there a plan for employees to obtain additional education, certifications or licenses as part of their growth and development?

# Engagement and Activity Planning

To support student engagement, following are suggested topic areas and activities to foster connections. You and the instructor can discuss what activities will work best for you. You will see the associated activities, which the instructor will prepare students for ahead of time, and help facilitate during the presentation. This will help with student participation and retention of key information you'll share about your career and industry.

## TALK ABOUT THE FUTURE OF YOUR BUSINESS

Please discuss the future of your business. Remember that the students won't be entering the workforce for a few years. They are interested in what the business will look like when they are seeking employment. Here are some ideas to consider:

- What are the projections for the future?
- What will change to make the business more efficient or more profitable in the future?
- What will impact the success of the business?
- What are the biggest challenges that will impact the future?

### Associated Activity

**Crystal Ball Activity:** Prior to the presentation, students will imagine what their future would look like if they could look into a crystal ball. They will record what they think the business might look like in 20 years, what will impact the success of the business, and what changes may impact the business negatively. These questions should stimulate discussion after the presentation.

## DISCUSS CAREER OPPORTUNITIES IN YOUR BUSINESS

Students want to know about future career opportunities. Discuss your projected future labor force needs (5-10 years in the future). Highlight the education, experience and skills needed in future employees. Also focus on the potential for advancement with the business. Here are some ideas to consider:

- How many employees do you have?
- What specific jobs are required in your business?
- What do you look for in new hires?
- What education is required for employment in specific jobs?
- What specific technical skills are required?
- What licenses or certifications are suggested or required?

### Associated Activity

Select four different positions within the company/business and discuss salary, education/experience required — and most important — employability skills. Prior to the presentation, students will be given a handout with a large Framework graphic. They will be asked to underline the Essential Elements they believe are most important to you. During the presentation as they hear specific Essential Elements presented, they will circle those.

## SHARE BUSINESS-RELATED STORIES

Interesting and engaging anecdotes or short stories capture the student's attention. Stories may be of a success or of an issue that was resolved. Sharing a real-world example helps the students make the connection to what day-to-day interaction is like in the business.

Review the SkillsUSA Framework to highlight how Essential Elements affected the outcome of a situation. The story should highlight how Essential Elements helped achieve success or what Essential Elements were not present that could have helped the situation be resolved effectively.

Here are some ideas to consider:

- What anecdote or story can illustrate the importance of Essential Elements?
- What story can engage students to consider a career in this field?
- How can demonstrating Essential Elements avoid an uncomfortable situation?
- Tell a story that illustrates how focusing on Essential Elements helped secure a promotion or recognition.

### Associated Activity

As you share stories of personal success or overcoming challenges, students will use the SkillsUSA Framework Bingo Sheet with the Essential Elements (featured in the presentation) randomly place on cards. Students will mark their card each time you refer to one of the Essential Elements.

## USE VISUALS FOR IMPORTANT POINTS

We all know the power of a picture to drive home a point. Feel free to use PowerPoint, video or other visuals to support your presentations. Some things to consider:

- Use the Essential Elements in slides to connect to career examples.
- Use visuals to increase interest or show your workplace to the students.
- Keep presentations fairly short so there is time for questions and answers with the students.

### Associated Activity

Students will be given a "windowpane capture worksheet" where they will create their own visual representation of your presentation by capturing interesting information as you speak.

## DEMONSTRATE NEW TECHNOLOGY OR NEW IDEAS

Students love to experience new technology or explore new ideas. If possible, bring new technology to demonstrate, and if appropriate, have students try the technology. A mock-up of the technology may provide students a similar experience. If it's not possible to bring the technology, use photos or visual aids to help students understand the technology. Connect the technology to concepts and theories the students may be studying in their other classes.

Challenge students to figure out what the new technology does and how it works rather than just telling them about it.

- Connect the technology to what the students are learning in their classes.
- Ask the class to come up with new ideas that could that could affect the success of the business.

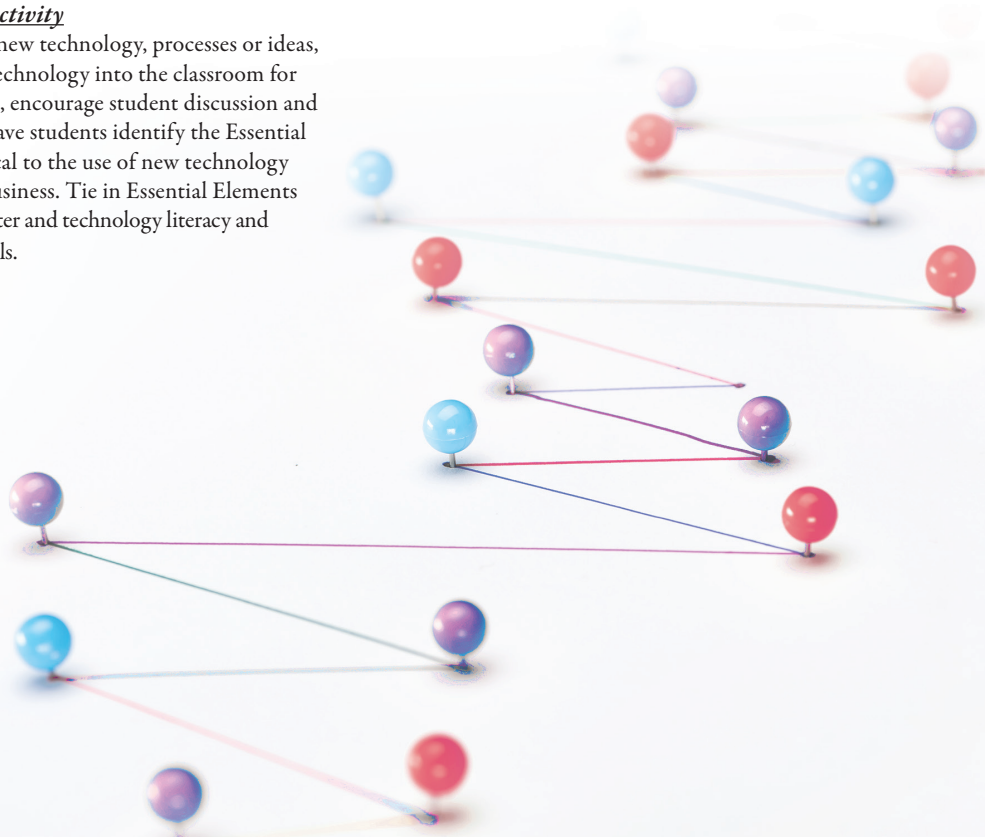
### *Associated Activity*

If you address new technology, processes or ideas, or bring that technology into the classroom for demonstration, encourage student discussion and interaction. Have students identify the Essential Elements critical to the use of new technology or ideas in a business. Tie in Essential Elements such as computer and technology literacy and job-specific skills.

## BE PREPARED FOR QUESTIONS

An important aspect of your visit will be the Q&A session at the end. We will allow up to 20 minutes for questions. The students will prepare questions ahead of time that are relevant to the Framework skills and Essential Elements discussed, as well as other career and business/industry questions.

*Thank you for  
your time and support  
of career and technical  
education and  
SkillsUSA!*



14001 SkillsUSA Way, Leesburg, VA 20176  
Phone: 844-875-4557 Email: operators@skillsusa.org

In keeping with a tradition of respect for the individuality of our members and our role in workforce development, SkillsUSA strives to ensure inclusive participation in all of our programs, partnerships and employment opportunities.