



# Survey of Organizations Providing Work Experience Opportunities

Produced for the  
Central Illinois Education to Careers Partnership  
by the  
Applied Social Research Unit  
Illinois State University



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## Introduction

The Applied Social Research Unit (ASRU) of Illinois State University, in conjunction with the Central Illinois Education to Careers Partnership (CIETCP), surveyed employers in Central Illinois who provide a range of work experience opportunities to students attending high schools and colleges in the three-county area (Peoria, Tazewell, and Woodford) served by the CIETCP. The purpose of the survey was to gather information from business participants enabling CIETCP to report to the State of Illinois' Education to Careers administration about area work experience programs as well as to improve and expand work-based learning opportunities for students and better prepare them for future employment.

This report summarizes the major findings of the survey. Appendix A contains a copy of the questionnaire showing the percentage of response to each item. Appendix B provides verbatim transcripts of respondents' written responses to the questionnaire's open-ended items. Finally, Appendix C contains a copy of the cover letter and questionnaire sent to participants.

## Methodology

### *Apparatus*

With input from the CIETCP, ASRU developed a 20 item questionnaire covering topics related to the work experience opportunities offered by area businesses. Employer information, types of work experience opportunities offered, willingness to provide additional opportunities, student preparedness, and respondents' ratings of various aspects of the program were among the topics covered on the questionnaire.

### *Sample and Analysis*

The CIETCP compiled a list of 760 employers offering work experience opportunities including job shadowing, co-op placements, internships, youth apprenticeships and other activities. A cover

letter briefly outlining the scope of the project and a questionnaire were mailed to each contact person during May 1998.

Respondents mailed completed questionnaires directly to the ASRU office where the data was prepared for analysis. Where appropriate, frequency analysis of questionnaire items was performed. Ambiguity and missing data limited the methods of analyses chosen. In instances where formal statistical (descriptive) analysis of the data was not conducted, the data are provided in complete, transcribed form.

## Results

A total of 153 completed questionnaires were returned, yielding a response rate of 20%.

In general, business representatives responding to the survey were positive regarding work experience. For example, almost three-quarters of the respondents indicated their organization would be willing to offer additional opportunities to students, and over 75% gave the overall management of the program by schools and/or colleges a positive rating. However, ratings of students' preparedness for the work experience were more varied, with respondents citing communication, interpersonal skills, customer relations, and work ethic as areas where students need more preparation.

The largest proportion of respondents indicated their organization was best-described as providing "Other professional services" (20%). "Retail trade" (15%) and "Manufacturing" (14%) were the next most commonly indicated categories (Question 2).

More than eight out of every ten survey respondents indicated their partnership with their respective school(s) to provide work experience opportunities began during the 1990's. Only 6% of respondents reported that their relationship dated back to the 1970's (Question 5). Most of the respondents (95%) indicated that high school students participated in their work experience opportunities; just over one-quarter offered opportunities to college students (Question 6).

Almost three-quarters of the respondents reported offering co-op work experience to students (Question 8). Work-based learning was offered by 38% of businesses that responded, while approximately one in five indicated job shadowing and internships were provided by their organization.

Students representing a wide range of interests and backgrounds participated in the work experience opportunities offered by businesses responding to this survey (Question 7). Some respondents identified the "type of student involved in work experience" very generally—as "academic," "college students," "GED students," "career oriented," "vocational," "co-op students," or "interns." However, other respondents were more specific, identifying students by career focus (e.g., "accounting," "business," "early childhood education," "engineering," "graphic arts," "manufacturing," "medical," "vet tech," and "retail.") Still others indicated particular skills or tasks students explored during work experience programs, including "automotive technical," "CNC machining/welding," "computer related," "crop scouting," "landscaping," and "wash semis." Finally, some respondents reported offering work experience opportunities to students with special needs. (See Appendix B for the complete list of "Type(s) of students involved in work experience.")

Organizations offer work experience opportunities for many reasons. Respondents most frequently mentioned altruism—the desire to help the community or students in particular by rendering a public service. One employer’s reason for getting involved was, “To become involved in the surrounding communities and to help the students determine if this is the right field of study for them.” Another answered, “To educate about the needs and gifts of persons with disabilities. To increase community awareness.”

Next in importance was the organization’s own needs. Several respondents commented that work experience students provided inexpensive part-time labor at convenient times of day. Others viewed offering work experience opportunities as a way to build their future workforce. One respondent commented, “Our members complained of a lack of qualified workers in the green industry. We felt an apprenticeship program would develop the types of workers they’re looking for, while giving students the opportunity for a good career.” Another became involved, “To begin recruiting early, in effect, expanding the labor pool to those about to be ready to work full time.” Finally, several respondents reported offering work experience opportunities because they were asked to do so—either by an educational institution or by a student. (See Appendix B for a complete list of responses to Question 9.)

Just under three-quarters of respondents indicated their business would be willing to offer additional work experience opportunities to students (Question 10). Of those willing to offer additional opportunities, almost two-thirds indicated an interest in co-ops, 36% noted work-based learning, and 32% cited internships (Question 10a). Approximately three out of every four respondents indicated their organization would be willing to work with additional schools or school districts to offer work experience (Question 11).

When asked how well prepared students were for their work experience opportunity, 57% of respondents rated students as “4” (44%) or “5” (13%) on a 5 point scale (“1” - “Not well [prepared] at all,” 5 - “Very well [prepared],” Question 12). Nonetheless, respondents commented that students could have been better prepared in a number of areas. The largest number of comments were associated with work ethic, including attendance, appearance, attitude, and behavior in the work place. Many respondents suggested a need for more job readiness training, including interviewing experience, a preliminary visit to the work place, explicit development of students’ expectations of the work experience program, and instructions for giving proper notice of tardiness or absence. Several respondents also commented on students’ lack of communication and customer service skills. Finally, employers report that some students need better preparation in basic skills, computer skills, and specific job skills (e.g., wood shop, blueprint reading, electrical and hydraulic knowledge). (See Appendix B for a complete list of responses to question 13.)

Respondents indicated that most students participating in their work experience programs were trained at the work site. Training approaches included formal orientation, a combination of job-shadowing and supervised work, working with experienced employees, and learning from doing. Several respondents commented that students were prepared by co-op classroom work or through the combined efforts of job-site supervisors and teachers. (See Appendix B for a complete list of responses to Question 14.) Direct supervision of students participating in the work experience program was performed by supervisors, managers, and/or other employees of the company (Question 15).

Over 60% of survey respondents indicated that students' transportation to their organization was managed "very well," receiving a rating of "5" on a 5 point scale (1 - "Not very well [managed]," 5 - "Very well [managed]," Question 16); an additional 28% gave the program a rating of "4." More than three out of every four respondents rated the school's or college's overall management of the work experience opportunity as "4" or "5" on a 5 point scale (1 - "Poor [management]," 5 - "Excellent [management]," Question 17).

Over two-thirds of survey respondents indicated they received follow-up contact from students who had participated in their work experience program (Question 18). Of those who were contacted, approximately half received a thank you note and/or a job application from their students (Question 18a). Almost two-thirds of all respondents reported their company had hired individuals who had participated in the work experience program (Question 19). A commonly cited reason for hiring past participants was their preparedness for the job and past work performance (Question 19a).

Common suggestions made by respondents for improving the work experience program included increased contact between schools and employers once students were placed and more/better preparation of students by schools for the responsibilities and expectations associated with employment (Question 20).

## **Conclusions and Recommendations**

1. In spite of employers' indications that students are lacking in certain areas, a clear majority indicated a willingness to add even more opportunities and/or schools to their program. Thus, it appears that any problems are not so severe that they are "deal-breakers."
2. Schools should improve preparation in communication, interpersonal skills, and work ethic. If not already offered, CIETCP, perhaps in cooperation with participating schools and employers, could offer workshops, programs, brochures, etc., which relate specifically to employers' expectations of employees. Such topics as proper attire, customer and employer relations, and work ethic and attendance could be covered. Making such programs mandatory in schools for students planning on taking advantage of the work experience opportunities and/or including them as employer-paid "training" could be an effective means of gaining compliance from students.
3. Use information emerging from this report to attract students, parents, and employers. The fact that two-thirds of employers have hired former students may attract students who want employment after high school. Also, other employers may be encouraged by this information to offer work experience opportunities. Respondents noted that one of their reasons for being involved was to help develop and acquire a trained workforce.
4. CIETCP should develop and maintain contact lists of participating schools and businesses. They should specify to schools the form they wish to receive contact lists in as well as follow-up with schools for updated lists. These lists can be used to market programs to, and solicit feedback from, businesses and schools regarding education to careers. (Enclosed with this report is a copy of the contact list compiled for the purposes of mailing questionnaires for this project.)

5. If additional information is desired, future research could consider issues associated with integrating academic and job-skills curriculum, types of tasks performed by students, and other issues affecting specific aspects of program planning.



# **Appendix A: Questionnaire Showing Percentage of Response to Each Question**



# Appendix B: Open-ended Questions

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## Question 5: Schools and/or colleges your organization works with to provide work experience opportunities for students

Ackerman Limited Builders  
Blackhawk College  
Bradley University  
Brimfield High School  
College of DuPage  
Country Tradesmen Builders  
Dee Mack High School  
Delavan High School  
District 150 Schools  
Dunlap High School  
East Peoria High School  
Eastern Illinois University  
Elmwood High School  
Eureka High School  
Farmington High School  
Fieldcrest High School  
Harrison Elementary  
Havana High School  
Henry Senachwine High School  
I.V.C - IB - High Schools  
Illinois Alternative High School  
Illinois Central College  
Illinois State University  
Illinois Valley Central High School  
Industrial Technology Academy  
Jamieson School  
Joliet Junior College  
Lakeland - Mattoon Community College  
Limestone Community High School  
Lincoln High School  
Lincoln Land Community College  
McHenry College  
Metamora High School  
Mid County High School  
Midland Community High School  
Midstate College  
Midwest Central High School  
Morton High School  
Parkland Community College  
Pekin Community High School  
Peoria Central High School  
Peoria Heights High School  
Peoria Heights School to Work  
Peoria High Business Academy  
Peoria High School  
Peoria Manual High School  
Private Industry Council  
Princeville High School  
Richwoods High School  
School District #321  
So. Fulton High School  
Sweden  
Tazewell County Education for Employment  
Tremont Grade School  
Tremont High School  
University of Illinois  
Washington Community High School  
Woodruff High School

## Question 7: Type(s) of students involved in work experience.

Academic	Customer service
Accounting	Delivery - repairs
Ag - fertilizer	Dietary manager students
Ag mechanic	Early childhood education
Agriculture	Education
Agronomy	Electrical, secretarial
Architectural	Electronic, repair
Automotive technical	Engineering
Automotive/Machinist interests	Engineering tech
Banking/Finance	Food prep, social
Business management	Gas drafting/Field recording
Business Academy students	GED students
Business interest/major	General duties - printing to delivery
Business office work	General maintenance
Business prep	General office
Cabinet and desk making	Graphic arts
Career oriented	Handicapped and regular
Child care	Health careers - i.e., nursing
Child development	Home economics & education interests
Clerical office	Income
Clerical/Parts department	Industrial Technology
CNA's-dietary	Interior design
CNC machining/welding	Interns
College bound	Journalism major
College students	Landscaping, retail garden center work
Computer related	LPN & RN
Co-op students	Manufacturing
Cooperative vocation education program	Mechanic helpers
Crop scouting	Medical
Custom spraying	

## Question 7 (continued)

Nursing students  
Occupational therapy  
Office/Clerical  
Physical therapy  
Plant propagation  
Pre-horticulture  
Psychology interests  
Public property helpers  
Public schools  
Regular division  
Regular student  
Retail  
Sales  
School to Work - construction  
Secretarial  
Senior co-op students  
Service trailers  
Shop work  
Special education  
Special needs  
Technical/Electrical  
Veterinarians/vet tech  
Vocational  
Wash semi's & run parts, sweep floor  
Work Program students at High School

## Question 9: Why did your organization become involved in providing work experience opportunities?

1. Great collaborative effort with school, community, and Rohn; 2. We receive quality efforts at reasonable cost; 3. We have developed several long-term employees.

All positions are entry level with opportunity for growth.

As a public service.

Attract quality individuals to our industry and fulfill internal company employment needs.

Because he asked to work for us!

Because of the shortage of skilled workers in our industry and to expose those students who are not looking at a 2- or 4-year college to the opportunities available in construction.

Because we see the need to introduce students to business-practical application of their studies. Also, we know it is important for students to see how important attitude and achieving to standards are.

Chance to help students interested in medical career. (I was a former high school co-op student).

Cheaper help & hoping they will stay on as full-time, experienced employees.

Common service, pre-career exposure, candidates interest.

Community service to our school.

Contacted by East Peoria High School.

Continued employment base.

Contracted by schools to place students. Some students already employed here entered co-op program.

Co-op students are available at difficult to staff afternoon time frames. They are also motivated because they are graded.

Duty.

Employee interest.

Employee was currently working at the Pekin Park District.

Employment source.

Felt we needed a co-op program.

## Question 9 (continued)

Food service has needs - easy to train on the job. Can get a feel for who they are and what they can do. There is less turnover.

For many reasons . . . space too little to site all of them . . . recruit volunteers, train prospective employees, etc.

Give some of these students a chance.

Give students a look at jobs available. Assist teachers in learning what we need. Evaluate students for future employment.

Good program; help community project. Additional help at an affordable pay rate for the library.

Good source of quality employees. Employees are committed to long term. Possible source of future management or manufacturing employees.

Good source.

Had successful involvement previously with students. Had facility and equipment that could provide student with a technological learning environment.

Have always been involved with schools and work training for many years as grocery industry provides first work experience for many young workers. I have worked with schools since 1965.

Have part-time help available. Offer students work experience.

Help High School.

Helping schools with co-op and helping us meet needs for employment opportunities.

I felt the kids needed a local place to be able to have experience in sales. I know most of the kids and was able to tell them when something was wrong and also when they did well.

I have always felt I could help anyone to learn. It always makes me feel good about myself also.

I like students, they need to learn to work. If they don't have a chance how will they know if they will like something?

Increased business in Peoria and availability of a specific student. I knew the student we hired before she was hired.

It helps to supervise students from "both ends," i.e., employer and school.

It is a great way for them to learn about different areas of interest.

It is mutually beneficial.

It looked like a good deal, and I've had good experiences.

It was a good way to get employees who were responsible and working to learn.

## Question 9 (continued)

It was a win-win situation. We get good workers who were going to be around and they get work experience. Also, it's good for the community.

Local high school contacted us with a new program they were offering in '95.

Local high school needs additional sponsors.

Looking for extra entry level help.

Mutually beneficial to the students and to our business.

Need for skilled workers.

Need to have qualified technicians.

Needed extra help.

Needed help tending to horses.

Needed part-time help.

Our members complained of a lack of qualified workers in the green industry. We felt an apprenticeship program would develop the types of workers they're looking for, while giving students the opportunity for a good career.

Parents in the family literacy program need work-based education. Our goal is to aid students in getting off welfare.

Part-time positions available.

Person already employed with us was taking college courses.

Provide a service to our community. Provide a learning experience for those interested. Target potential future employees.

Provides an opportunity for students; enables South Side Bank to develop community relationships and recruit for present and future needs.

Provides us with excellent employees.

Recognized that student needs for understanding were best addressed on the job site.

Request of placement by program supervisors.

Restaurants are dependent on entry-level employees.

Scheduling conveniences, personal responsibility development with those students in co-op.

School contacted us or a present employee asked for co-op.

School requested I use a co-op student.

Schools requested them.

## Question 9 (continued)

Social responsibility.

Source of potential employee. Train students in practical & saleable skills.

Starting earlier to get qualified employees.

Student hours and skills complement our needs.

Student request.

Student was computer oriented and I needed help with data entry.

The first several students were referred through the Peoria (*end of comment*)

The need for younger adults to work and being involved with the elderly.

The need.

There was a need for child care opportunities in the WCHS co-op program.

They wanted to start programs to give students or others an opportunity to learn and achieve w/ health interests even though they don't mind volunteering at Lakeview.

Through the shortage of experienced techs, we are hoping to some day have one of these programs let us find and hire a mechanic.

To assist area students in job training for the future.

To attract local area employees.

To attract new employees.

To become involved in the surrounding communities and to help the students determine if this is the right field of study for them.

To begin recruiting early, in effect, expanding the labor pool to those about to be ready to work full time.

To better young adults and provide experience needed for their future.

To educate about the needs & gifts of persons with disabilities. To increase community awareness.

To encourage interest in the field of childcare & special needs.

To enrich the understanding & experiences for students.

To fill a need to develop some young technical technicians. Need trained, young clerical to help get our work accomplished.

To generate interest in career opportunities in electrical/technical fields for students so interested.

To give a student a chance at learning job skills for future work.

## Question 9 (continued)

To give more students the opportunity to work.

To give student experience in the education field.

To give students a chance in the workforce.

To give students hands-on experience in a field of work they are choosing as a career. Mentor - good role models - we are a NAEYC accredited center.

To give the students a “hands on” experience in the work force.

To help an interested student gain on-the-job training next to school based learning.

To help kids get work experience & to provide our company with knowledgeable students.

To help prepare students for manufacturing related work.

To help students decide if they would like to pursue a field that they may be interested in. Show students that the work force is much different then the classroom. To hire someone for us in an area that needs part-time workers.

To help students learn a trade and to be a community service opportunity.

To help the schools and the students gain experience and to keep the programs going.

To help the students.

To help young people learn the responsibility of working.

To obtain trained employees.

To offer students a good (positive) working environment when working with children. We feel we have an operating quality program that has an inclusive setting.

To offer students an opportunity to become familiar with veterinary medicines and learn how to handle animals.

To offer students opportunity to see first-hand the variety of employment opportunities in a hospital and to learn what academic preparation is needed.

To offer the opportunity to the students in the construction school-to-work program at Peoria Heights High School.

To provide the student with experience and training in our specific field and convert to full time after high school.

To provide work experience and fill positions.

To recruit employees.

To stay involved w/schools.

To take part in the co-op program & to provide some work experience.

## Question 9 (continued)

To train students for the future, and to develop good work skills.

Training.

Wanted to be involved in the direction of today's youth.

Wanted to provide experience. Appreciated help.

We actually started when we hired summer part-time help, usually 1 male and 1 female high school student. The actual co-op started in Fall '97, the participant was a part-time employee for past 2 years.

We are involved with the Business Academy and needed part-time office help. We felt it would be a good learning experience for Academy students.

We became involved in order to enlarge the labor pool.

We did it in 1980's with Havana HS. Several students went on to college, became nurses, etc. and returned to our community.

We feel the more opportunity that we have to show students what veterinary medicine is like, the more we can send to college to study the career.

We feel we are an excellent teaching facility, we hope to have additional job applications from the students.

We felt it was important that we gave children the opportunity to see and be part of all types of jobs.

We have many entry level opportunities these students have skills to master - hours and flexibility are in line with student needs.

We need good dependable employees.

We needed an entry level part-time person to help us, and it provides students the opportunity to gain some office experience.

We needed extra part-time help.

We needed qualified part-time staff.

We wanted to contribute.

We were approached by the high school.

We were approached - we were willing to give it a try.

We were asked by the school.

We were asked. Public relations. Need to give something back to community.

We were looking for employees that were interested in our occupation and wanted to work on a limited basis.

## **Question 9 (continued)**

We were looking for future agents for our company.

We were looking for quality people with a willingness to work.

We're the largest day care in Pekin.

Worked here prior to co-op.

# Type of work experience opportunity

Ag mechanic  
Ag. Technician  
Assisting in the classrooms  
Auto mechanics helper  
Automotive technician  
Building  
Carpentry-work based/job shadowing  
Child Care Student Teachers  
Childcare  
Childhood Educator  
Clerical  
Co-op  
Co-op in school age child care  
Co-op/work based learning  
Copier/fax machine repair  
Dietetic Internship Program-Master's Program  
Engineering  
For a trade association  
General stocking, clerical  
Graphic Arts/Desktop Publishing  
Graphics Design  
Human resource internship - ISU  
Janitorial co-op  
Job shadowing  
Kennel & animal care  
Manufacturing  
Mechanic training  
Medical office/secretarial-filing  
Office clerical  
Office clerical and engineering technicians  
OT Aide/PT Aide  
Parts runner  
Restaurant-general  
Retail cashier  
Student teaching  
Travel agent  
Wood working  
Work-based learning

## **Question 13: What additional preparation or skills, if any, do you feel students needed prior to starting their work experience?**

Acceptance of the fact that for most that they will not be at this for the rest of their life and just open up themselves to being part of growing up and learning how to do the best job they can and develop a work ethic.

An attitude of commitment, determination.

An idea of the responsibilities of having a job-i.e., being punctual, reliable, willing to learn new procedures, communicate well.

An understanding that this is a job and that we are giving them the opportunity to become familiar with veterinary medicine at a young age.

Appearance and attitude so important!

At this time, students prepared adequately.

Attire, appropriate office behavior.

Basic job readiness skills.

Basic job skills taught through the regular school curriculum, computers, typing, math, speech, and writing.

Basic math, english.

Basic skill - talking on phone - listening to customers as well as employers - reading a ruler - basic concept of measurements (e.g., about how long is a foot).

Basic work ethics.

Be able to listen & write down where to go and pickup the parts. Otherwise, the students calls even several times a day.

Better communication skills.

Better language and writing skills.

Better math skills.

Blueprint reading.

Business social skill.

Communication skills are the major weakness.

Communication skills to work without same instructions repeated daily. Take on responsibility.

### **Question 13 (continued)**

Communication skills. Organizational & planning.

Computer skills.

Computer skills, general telephone skills.

Computer use; filing; typing; organizing.

Customer service skills.

Customer Service.

Depends on individual student.

Depends on where attending college, but many need more emphasis on AP style, spelling, punctuation, etc.

Drawing, reading skills.

Encourage them to show enthusiasm.

For heating and cooling they need to know basic electric.

For the most part, the students have had the basic skills needed and we build on them.

General mechanical skills, electronic knowledge.

Getting an awareness around them from being within their minds is the problem. But being in school for 12 years gives them knowledge so they can put all their learning to use.

Good attitude & willingness to work.

Good basic math skills; communications.

Grammar skills for clerical needs to be stressed; more math skills for technicians.

His own experience with animals & horses were already developed.

How to apply for a job - the responsibilities that go with it.

How to count, fill out a check, how to talk to the public.

How to deal with the public.

How to follow directions. How to stay busy and find things to do without telling them over & over.

How to shake hands, answer phone.

How to value authority and leadership, the value of commitment, responsibility and sacrifice.

I believe that the kids should know this the start of work ethics and they need to know how important it is they do well on every job.

## Question 13 (continued)

In office - more information in office protocol, attire, and preparing students in what to expect and how to respond.

In the case of one student, sex education/birth control. He has a child and is a junior in HS. The other student needed no other skills.

In the Dietary Managers course the students needed more clinical type training i.e., charting, careplan, and other documentation procedures. They did in the kitchen type training- cooking dishes, etc. This is unrealistic in the real world today in Nursing home.

In this program the only experience they have is what they get from our site.

Instruction for booking cruises, tours, and consolidators, handling of exchanges and clients.

Interviewing skills.

It is always helpful if students can come to observe the work situation before they commit. That way there are few surprises.

It takes common sense, which a lot of people are lacking today. They may be book smart, but dumb when it comes to work! They also only want a check, they don't really want to work.

It varies by student. All had computer skills but were sometimes subject to absenteeism.

Know that working on some projects is only at a distance and shadowing is sometimes your best teacher.

Knowledge of what to do with down time ("initiative").

Listening and follow-up skills. Interaction skills.

Many cases the students grow as responsibilities are given to them. Training on discussion in everyday "Common" Business practices (for example, showing up on time, ready to work when arriving, dress for jobs).

More detail on the responsibility of your attendance in the work force.

More discussion on proper workplace etiquette. I see a few problems with maturity.

More electrical, hydraulics and A/C. Better math skills.

More motivation.

Most of the clinical areas were observation - some hands on were allowed as we could legally do.

Need to be able to talk to people.

Need to be more aware of the interpersonal skills, for example customer relations, friendliness, etc.

On site experience is exactly what they need. It is difficult to prepare them for the real class-room.

### **Question 13 (continued)**

On-the-job training works very well for this position. Basic office skills - typing, filing rules, answering telephone.

Orientation for 3 days.

Our student seemed well prepared.

Ours is many times the students first work experience. Many think of it as extension of school and don't appreciate that it's a serious business environment.

Paper work responsibilities. Instruction in completing timesheets, writing client chronological information. Communication skills.

Parents stressing work importance.

People skills, conflict management, work ethic, and commitment.

Proper decorum. Place only in areas they have interest.

Responsibility.

Sense of work ethic and responsibility. We don't blame the teachers, but attendance has been poor.

Some basic accounting would have been nice.

Some were very well prepared, others I don't think they could be prepared. They needed to know what the real world was about which came with on the job training.

Spelling.

Students are generally prepared as well as they can be.

Students should be thinking of asking how best to prepare for various jobs and should be aware of patient confidentiality issues in a hospital.

The feeling of urgency to compete tasks. Phone procedures.

The realization that co-op jobs are real jobs and we are taking the responsibilities to help with educational opportunities.

The students we have had already had knowledge of our business through their families.

They need to be given the proper guidance at home first. If this happens then the counselor and teachers could add to it.

They need to learn concentration to focus on their job duties.

They need to realize that a job means responsibility - you need to do your "best" not just "enough to get by."

They needed an understanding of what the work environment would be like that they were entering.

## Question 13 (continued)

This depends on what field they are pursuing.

This is a learning experience. I do not feel they should know a lot about the job. Commitment!

To be more responsible.

To take notes on what the procedure of the work is. Otherwise the student asks the same question everyday. Attendance is important. One student was fired because they had a friend call in and say the student was ill but they were not.

Typing, Windows software, basic business knowledge, computers, grammar, spelling.

Use of calculators, computer keyboards.

Verbal and written communication.

We need to work on work ethic - importance of being on time, etc. Also, more basic computer skills.

We provide internships for engineering students at the college level.

What is meant by good work ethic. Proper attire and the importance of it. Good listening skills and manners.

What to expect from an employer and what an employer expects out of the student (attendance, work ethic, etc.).

With landscaping & plant propagation you need to have a lot of hands on experience, there's so much that can't be learned from books. They need to learn as much as they can about individual plant characteristics.

Wood shop.

Work more with students on importance of attendance, calling-in in advance, and responsibility for their schedules.

Working at a veterinary clinic requires many hours of training. We feel it can take up to 6 months - 1 yr. for a good training to be done.

Working for a business is not a video game to turn on or off as you please. Customers need to be served when needed, punctual.

## **Question 14: How were students participating in the work experience trained by your organization?**

Sixty-day orientation process.

Animal handling techniques, basic lab techniques. Exam room observations & surgery.

Assisted and instructed in various job activities relating to our business.

Assisting body men, tear down and assembly of vehicles.

By a cooperative effort with our JATC and our high school industrial arts teachers.

By co-workers.

By crew trainer with follow-up by partner manager and owner.

By directly working with us.

By fellow employees.

By spending time on training appropriately on hand.

By staff members with expertise in areas the students were working in.

Co-op.

Co-op classroom work.

Co-op Ed program from the high school.

Did mainly computer entry.

Employees are put through a 5 day training program.

Extensive staff orientation.

Food service, marketing, industrial related, office occupations.

General office procedures, computer training, telephone training provided by immediate supervisor.

Generally on-the-job/hands-on working initially with an experienced employee, then on an individual basis; on their own with an area supervisor available.

Given a basic knowledge (instructional), then supervised training.

Given practical experience in real job situation.

Given practical newspaper experience; helped improve writing skills; learned advantages and disadvantages of being part of "press;" helped decide on career.

## Question 14 (continued)

Hands-on.

Hands-on with guidance.

Hands-on. No formal training due to size of our organization.

Hands-on with experienced mechanics.

Hands-on work. Treated just like other full time employees.

High school co-op.

I trained on basic skills and then trained on a project-by-project basis.

Individuals trained them on CADD.

Intern with combined job shadowing.

It is done on day to day work. Every day is different in our business.

Job shadowed for week 1 - then on their own.

Job shadowing initially - then actual hands-on participation - videos, etc.

Learning evolves from work experience.

Library specific needs: Dewey Decimal System; library automation systems; interlibrary procedures.

Mainly learning communication skills in dealing with customers and learning to work with others and understanding that they are part of a team.

Members showed them & allowed them to participate in the daily activities at a landscape, garden center or grower site.

Mentoring.

Mostly job shadowing, then on to internship/hands on.

Normally, they are trained by their co-workers of the departments on functions.

Not really training, more lessons in childcare and responsibility for children.

On-the-job training. **(listed by multiple respondents)**

One full day of observation - 2 days hands-on training, in a classroom with a head teacher and/or a member of management.

One-on-one training - guidance & coaching once the position is learned.

One-on-one with person they were helping - all on-the-job training.

Ongoing by lead teacher.

Only on-the-job training; no specific training classes.

## Question 14 (continued)

Orientation plus I'm on staff (part-time) at ICC and Bradley.

Orientation scores then on the job training.

Personal training by manager.

Previous volunteers as they went to college and still have a good paying job here and use their learning into the museum.

She worked directly with the other salesman and me.

Specific skills to me have been identified by staff and integrated into the curriculum.

Start on the kennels and as skills develop more opportunity to learn more advanced skills.

Training is done by all employees from the doctors to the kennel assistant.

Starting with the ABC.

Student was shown how to run machinery necessary to do the job; told how to address people and ask pertinent questions; worked with supervisor for customer knowledge.

Student was trained by supervisor and other staff working in the client home.

Students worked with department staff, learning by hands-on experience. Supervisor and staff prepared outlines of experiences for training that were a progression of success.

Take inventory; service customers; run computer sales register; price inventory; stock shelves; answer phone.

The students followed other employers until they were ready to go on their own.

They are not students when they are at work. They are employees. They are given harder and harder work assignments. They must conform and develop work ethics.

They are trained by adult staff members who know the job and expectations.

They are trained by their predecessor and the people they work with.

They do lab exercises that the apprentices (*end of comment*)

They learn to work on vehicles, also work in Food Mart.

They learned actual sales; how to work the fabric wall and change fabric coding for sales and coordinating colors.

They participated in daily business operations.

They sat through careplan sessions. They reviewed medical records. They completed assessments. They did mock evaluations on staff.

They trained by observing current staff.

They went through orientation and our training process as would any new hire.

## Question 14 (continued)

They were allowed to use their current knowledge to interact with the children under supervision of classroom teachers.

They were given continual training as needed by several staff members.

They were put on a one-one experience of the person training them.

They were shown what responsibilities to perform and how to perform them.

They were treated and trained as regular employees.

Through student teaching, planning lessons and supervising students, creating bulletin boards, cooking activities, in charge of circle time, etc.

To the specifics of our systems, of accounting, data entry, and record keeping.

Trained by a regular full-time employee.

Trained by another teller.

Trained by manager and other clerks with experience.

Trained on the job by the supervisor.

Trained to deal with customers. A lot of co-op students have stayed with our company & have become part of the management team!

Training manual - hands on.

Training offered grooming, job applications, résumé, and interviews.

Training was by another teller through actual transactions.

Try to show the kids how to do the job and how important it is to an employee that all employees come in daily.

Videos, side-by-side training.

Videotape, read reference guides, fill out workbooks, work with experienced crew/supervisor.

We did the training!

We gave each student or group of students an orientation.

We have a specific curriculum that we follow - the student has to have certain competency.

We started with our normal on-the-job training schedule - working with manuals and experienced personnel.

We taught them every phase of their job. We taught them AutoCad which they didn't take to school.

Work with experienced employee.

## **Question 14 (continued)**

Work with experienced people.

Worked directly with me or another person in the firm.

Working on agriculture equipment.

## Question 15: How were students participating in the work experience supervised by your organization's staff members?

1 on 1

A supervising teacher visits the job sites frequently and interacts with private sector supervisors.

A supervisor in that dept. was in charge of the students job. The supervisor called the school & filled out reports for the school.

A supervisor would oversee their development.

Advised and guided through interviews and writing.

Area "lead" people. Area supervisor.

Assisted by head teller.

Being a small firm about 50% of the time we had direct supervision.

By manager.

By myself or the senior employee directly involved with the student, depending on the job being performed.

By myself, my son, and ladies in the Food Mart.

By plant managers and personnel.

By quarterly evaluation.

By superintendent.

By the bodyshop manager.

By the crew leaders and trainers.

By the employee they work under.

By the supervisor of the department, who usually assigned a "partner" to the intern.

Day-to-day hands on supervision by head teller.

Dept. heads supervise each dept.

Direct contact.

Direct supervision and performance appraisal.

Direct supervision by classroom teachers and by the director.

Direct supervision by teachers/directors.

## Question 15 (continued)

Direct supervision for 2 months then treated like other employees.

Direct supervisor & manager.

Directly.

Director & lead teacher.

Each student has a person assigned to supervise him/her.

Each student was given a supervisor in that dept. to answer to. The supervisor reported to the school.

Every employee has a specialty and each student will work with them all by the time they are done.

Follow-up on job assignments & progress reports.

Food service, marketing, industrial related, office occupations.

Given task and supervised.

Had immediate supervisor to handle job duties & any problems.

Hands-on with guidance.

Hands-on.

I coordinate all the staff projects w/the student.

I was the instructor teaching them.

Individually by employer.

Initially worked with - closely supervised and then more on their own but with quality and quantity of work monitored.

Job shadowing - involved in the same procedures as staff.

Just like any other employee. Supervised by directors.

Like any other worker.

Located at drafting tables in the same area.

Loosely - not much supervision needed.

Meeting with staff.

Monitored while working.

No different than full time employee.

Normal supervision.

Normally, they are supervised by the cashier.

## Question 15 (continued)

Observed day-to-day operations of various hospital depts.

On-site visits were done.

On the job supervision & job performance evaluations.

On the job training.

One.

One or more individuals were assigned to work with student.

One per normal employee.

Our (office) provided instructional classroom settings and hands-on training.

Project manager would check work done.

Ratio usually helped with supervision (one or two students per staff).

Same as co-workers by department supervisor.

Same as full time employees.

Service manager assigned work based on ability.

Shoulder to shoulder - repairing equip with experienced mechanics.

Shown how to do certain jobs, then we checked for errors.

Six-week evaluation with teacher.

Staff determined if they arrived on time, abused break time, etc. Feedback was given at end of each session.

Students & host businesses were contacted twice a year to monitor how each was getting along. Students had to check list of skill standards which they were responsible for keeping up-to-date. This was sent to the INA office to be used for a Journeyman's C.

Students are never left alone with children.

Students did rounds with the nurses and participated in treatments.

Supervised by a group of workers.

Supervised like any other employee.

Supervisor always on shift.

The director is the supervisor. Although the rest of the staff also assists with teaching, etc.

The students were put out on the work as hands-on and work side by side with seasonal employees.

The supervisor in the dept. was responsible for that person and communicated with the school.

## Question 15 (continued)

The trainer prepares, presents, allows the trainee to try out & follow up.

There is always a supervising staff on hand with the student.

They are experienced by adult staff who know the expectations of the job.

They are regular part-time employees.

They are trained a routine and monitored daily. We are given progress sheets to mark, provided by the high school.

They have a supervisor and mentor.

They try very hard to listen and help in any way possible.

They were assigned a job and then checked on periodically during that job and when finished with that job. Mistakes were pointed out and corrected.

They were given close, one on one, supervision.

They were our employees, therefore they were directly managed by our staff.

They were small businesses so I had one on one with them.

They were supervised by a lead teacher or coordinator.

They were supervised by the head teacher in their room.

They were well behaved, and did the best they could possibly do.

They work directly for the area supervisor.

They worked directly with a supervisor.

They're given tasks and then completed work is reviewed by a supervisor-usually given much "freedom."

Through hands-on with children, presenting lessons two days a week and being evaluated.

Toyota T-Ten students well trained.

Various supervisors.

Very well, for the most part.

We edited writing, advised on interviewing techniques.

We sent follow up evaluation letters to be filled out by job shadow sites.

Work with me.

Worked with him to show what was needed

## **Question 19a: Has your organization hired people who, as students, had participated in this type of work experience in your organization? Why/why not?**

1st experience

Already trained, familiar with their work habits.

Find out they're good workers.

Because they're doing a good job.

Because they are eventually teacher qualified. These students also look for experiences.

Because they were good, and they wanted to.

Both students that were co-op were hired.

By part-time in school they were prepared for full-time after graduation.

Candidate not suitable for hire.

Did a good job & knowledge of firm.

Fast learn people.

Found her to be a likeable, dependable hard working person.

Good employees.

Good work history/good work ethics. Inside job knowledge after co-oping.

Good workers/They learned my way so no bad traits.

Have gone on to college.

Have not been participating for a long period of time.

Have not had opportunity. However, if high school student possessed good work ethic and was going to attend ICC after high school, I would seriously consider the student for hire under student employment.

Haven't attracted the right person.

If businesses like ours participate in these programs the kids should not be directed away from us by the school's teachers when it comes time to hire them - we put a lot of time, money and effort into the boys we take and always hope if they have good work ethics that they will become part of our organization.

If positions were open they were hired; 40% of my full-time people came from this program.

## Question 19a (continued)

If they are willing to pursue working with us and if they are (*end of comment*)

In most cases, we have retained the part-time employees as they complete their college careers. Usually they move into their desired fields following graduation.

In the past, because of their proven work performance while a co-op student.

It helps us to determine whether or not they would make a good employee.

Just started co-op 1-1-98

Many go on to college elsewhere.

Most have taken jobs out of town, Chicago, etc.

Most students become too big for their shoes once they have been working for more than 2 years. They do not want to do the little/less desirable jobs.

No opportunity available.

None have applied.

None have participated prior to this.

Not many employees hired.

One of the members has hired their apprentice for summer help.

One student was fired. The other student didn't want to work any place.

Only a few and they do helpful things as well in their environment.

Pay scale.

She was our first employee and is still employed and a student.

Some.

Some of the co-op students were already employed with us before entering into co-op.

Students were known commodities and already had a grasp of the skills needed for the job.

Students - still in school.

Summer help.

That would be me.

The internship we offered was not intended as an opportunity for a job.

The store was too small for too many full time people. Most went on to college and were out of town.

The student was a fine worker, and a paid position opened.

The students are hired at the time of co-op.

## Question 19a (continued)

The students worked out.

These two individuals were not at all committed to job.

They continue their employment.

They had good work habits.

They have knowledge/experience of our operations and are easy to train.

They have not applied to become an apprentice.

They improved their abilities during co-op program.

They learned a new skill and wanted to stay on.

They moved on to college and other jobs closer to their new school.

They normally leave town or find employment elsewhere.

This is the first year in which we have participated.

Those who have gone through our program have gone on to college, or have obtained work in another field.

Toyota hands-on training.

Trained and available.

Two students were hired, the other student joined the Navy. The student wanted to stay on and get more schooling too.

Used as a part-time position.

We are hiring a person this month - our first student to participate in the co-op ed. program.

We are too small.

We feel the education we provide is important so we limit the job only to co-op opportunity.

We got to observe in a work environment away from their instructor and were pleased with them.

We have not had any job opening since we began with the co-op program.

We know what kind of worker we are getting.

We were able to assess strengths & weaknesses and make decisions based on the needs of both the employer and the applicant.

Well prepared.

Well trained, hard working and committed associates are hard to find. When we find them, we want to keep them.

While co-oping they are employed!

## **Question 20: Please suggest ways the work experience opportunity could be improved.**

Better follow up from instructor.

Adjust high school guidance department to the need of the trades!

Bank employee & student talk to High School. Business classes to share knowledge.

Because our program covers people in the entire state, it's hard to monitor students' progress. It would be helpful if school districts had a coordinator who could have direct contact with students & then have contact with me.

Better participation through community college.

Class program, also talked about to employer, like what is being studied at school (i.e., time cards, taxes, etc.).

Continue the way it is.

Co-op teachers need to follow up more, if possible.

Discovering what it takes to retain graduates in the Peoria Area Tech center should help - as well as economic growth in our area - Ring road, Chicago to Peoria Freeway.

Don't need to fix what is working well.

Don't schedule it during the noon hour, when we are normally not seeing clients. One student's hours are from 11:30-1 p.m. MWF.

Due to a limited number of businesses in the school/community, it is difficult to facilitate all placements in the school districts boundaries.

Early in a student's work experience program I feel that assessments could be done on the students to help steer them into careers that interest them, not just a means to get out of class.

Employers, and customers have job performance expectations to be met everyday they are on the job.

Had a great experience with our student.

Have students located close to businesses in co-op contact or apply for co-op with the businesses like they are applying for a job.

I feel that the co-op program benefits everyone. They send students who are interested in the field & very willing to work & I obtain very dedicated, talented teachers, that usually continue employment after graduation. I feel everyone is a winner.

I feel that the work experience is just fine the way it is.

## Question 20 (continued)

I have been involved in this program 2 years and it has been very inconsistent. The first year I never had any contact with program instructor except at placement time. The second year I was at least given an evaluation follow-up. First student was from Tremont.

I think the programs are going well.

In some and I mean a few by no means all, it seems students are put in these classes for a job not for their future. Students looking for a "job" to pay for gas in their car. This is not in their best interest for the future.

It works very well.

Keep their good humor with students and hope they can achieve in their work on a job program and keep going as for the museum for to have work w/paper or volunteers (*sic*).

Kids need to be taught more about job duties and to think for themselves more.

Listen, pay attention, and take notes.

Make it very clear this is a privilege. Many students start to think we need them more than they need us. That is often disappointing after we train them.

Many students do not realize how important promptness and reliability are to businesses. Customers are offended if their names are not spelled correctly, and delivery service is impacted if streets are spelled wrong. This seems to be a very common problem.

More contact regarding rules of program, the way it works, etc.

More contact with school/teachers besides the required times to meet regarding grades.

More ongoing contact with school/teacher; periodic reviews to see if experience benefits student and company.

More opportunities need to be afforded students in all fields.

More participation from instructor and follow up.

More participation from instructor.

Mrs. Hubanks at Morton High School does a very good job.

Our 3rd grader works better than the 18 year-old. He drives you nuts trying to find work for him, when our 18 year-old can't see it, if you told him.

Overall both schools and students were great.

Some kids need the school of hard knocks and there is no way one can improve their skills without actual hands on.

Start choosing the student with the job one year early & prepare the student for things to come.

Stress importance of common courtesy to employer such as giving a 2-week notice of terminating employment and working out the notice.

## Question 20 (continued)

Students don't always show an eagerness to learn by asking questions or participating in tasks.

Students must show more ambition and responsibility when they are young. I would suggest that more guidance and preparation be given to the student from home and school before the student enters the workforce.

Students need to realize that this is not school and need to act more mature and not goof off.

The experience is directly involved between employer & student-getting matched is more critical.

The problems with Toyota's T-ten training in Joliet is young students are willing to relocate but only for short periods of time. Then they want to move home. Also, most students are generally not college level students but in some cases are asked to take general courses. These are the reasons many young people decide to take a vocational job as studies are not the strongest asset. It also seems that most VoTech programs offer heavy domestic training and leave imports as secondary unless specific courses are offered in larger cities.

The program is new to me. I have no suggestions currently.

The student needs to come to work ready to work, not just put in their required hours. Stay sharp & listen. Try to keep busy without the supervisor having to remind them of things to do.

The teachers need to emphasize that this is work and there are consequences when their performance is unacceptable.

This I believe is as good as it gets. "We worked on it for more than 15 years."

This program goes well the way it is set up now!

To better prepare the students the teachers need to help them with their communication skills.

Unfortunately our 2 recent students have not worked out well through no fault of co-op advisor. These students just did not have dedication required to be employed.

We could have more contact with the co-op counselor. Currently we receive two phone calls per year.

We have only had good experience

We screen the students that apply. This isn't a job for everyone. We would like them to have some knowledge of the job beforehand. We haven't been involved with the program long enough to give suggestions on how to make it better.

(We are happy with) the co-op program. The system, I feel improvement is needed internally,



# **Appendix C: Cover Letter and Questionnaire**