

## Work-Based Partnerships

“Never doubt that a small group of thoughtful, committed people can change the world.

Indeed, it's the only thing that ever has.”

—Margaret Mead

For more information about Job Shadowing, Extended Campus, Paid Internships, or any of TCD's Student Career Mentoring Groups, please contact:

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## Student Career Mentoring Groups

### Entrepreneurship Group

A career support group for students interested in owning a business or freelancing, meeting monthly for one hour during the TCD session. Features group discussion and guest speakers in professions critical to the success of the entrepreneur: accountants, lenders, and experts in time management, employee relations, marketing, and professional development. Students learn how to write a business plan and use the resources available through the Illinois Institute for Entrepreneurship Education (IIEE). A TCD team of students as well as the facilitator attend the annual IIEE state conference.

### Non-Traditional Careers Group

Students enrolled in a TCD program with an interest in a career that has 25% or less of a particular gender (as defined by the U.S. Department of Labor) are eligible to participate. Examples of non-traditional careers: females in automotive, fire science, or construction fields; or males in nursing, early childhood, or cosmetology. The objective is to raise the level of awareness of non-traditional career opportunities, learn what gender equity involves, and identify barriers and benefits.

The group meets monthly for an hour during the TCD session. Activities include group discussion and guest speakers working in or preparing for non-traditional careers. This program is grant funded and the result of collaboration between Technology Center of DuPage and College of DuPage.

### DuPage Area Student Leadership Academy

Organized by College of DuPage and the DAOES Partnership Coordinator, the Student Leadership Academy is a community-based education / business initiative linking students, parents, educators, employers, and the community to help students develop the skills and knowledge needed to succeed in the workplace. The academy is funded through the DuPage Partnerships for College & Career Success. Find out more by visiting [www.cod.edu/sla/](http://www.cod.edu/sla/).

Participants include DAOES, the Regional Office of Education, the DuPage Workforce Board, Career Vision, area businesses & industry, area Chambers of Commerce, DuPage area school districts, and post-secondary institutions.

All Leadership Academy students attend four day-long sessions throughout the school year that focus topics including choosing a college or career; job-seeking skills; and workplace attitudes and practices.



## Job Shadowing Extended Campus Paid Internships Career Mentoring



## Job Shadowing

Job shadowing provides opportunities for students to observe individuals in a real world of work experience, relating directly to specific career pathways or Technology Center of DuPage programs. Students not only observe, but interact with employees through a typical work day.

### Objectives

- ◆ Improve self-esteem, attitude, and behavior.
- ◆ Provide career awareness as well as knowledge of other opportunities available within that particular career path.
- ◆ Provide a means of interaction with adult role models.
- ◆ Model the interdisciplinary nature of the world of work.
- ◆ Raise the level of awareness of state-of-the-art technology in the workplace, as it relates to the student's curriculum, chosen career path, or Technology Center of DuPage program.
- ◆ Introduce the student to some of the workplace skills necessary to compete successfully in today's job market.



### Highlights

- ◆ Brings real-world relevance to academic curriculum.
- ◆ Identifies appropriateness of student's career path choice.
- ◆ Clearly demonstrates performance requirements for specific job descriptions.
- ◆ Provides assurance that individual contributions, as well as teamwork, makes a difference in the workplace.
- ◆ Provides an objective opportunity for students to evaluate workplace readiness early in the career decision process.

## Extended Campus

Extended campus experiences are off-campus, unpaid, "on-the-job" experiences which enhance curriculum. An instructor-recommended student is assigned to a job location and works "hands-on" under the supervision of a job site mentor. The instructor and/or work-based learning coordinator will make site visits to evaluate the success of the experience and will act as liaison between the employer and Technology Center of DuPage.

**Timeline:** 2 half-days per week, 15 consecutive days (max.)  
Extensions evaluated every quarter

### Objectives

- ◆ Provide students with the opportunity to apply their skills within a real workplace setting.
- ◆ Provide employers with potential employees.
- ◆ Stimulate problem-solving and creative thinking skills.
- ◆ Provide students with the opportunity to demonstrate effective communication and interpersonal relationships skills at a professional level.
- ◆ Provide students with the opportunity to apply and demonstrate acquired job-specific and workplace skills.
- ◆ Provide instructors with an evaluation of student's hands-on and workplace skills through evaluation from the mentor/supervisor.
- ◆ Build student's level of confidence in transitioning from education to career or a higher level of education.
- ◆ Give students the opportunity to earn credit for essential skills competency.

### Highlights

- ◆ Brings real world relevance to student's academic curriculum.
- ◆ Student acquires and demonstrates technical skills and behaviors expected of all employees.
- ◆ Student is evaluated as an employee.
- ◆ Provides a means for a student to evaluate experiences as part of the career decision process.
- ◆ Provides a means for mentor/supervisor to evaluate experiences as part of the career decision process for the student.

## Paid Internship

A paid internship is an education-to-careers model for students who have achieved an instructor-determined level of acquired skills. The student applies/enhances these skills in a paid work experience, while receiving credit for acquired skill competencies. Instructor and employer can work together to develop a customized internship that meets employer needs and curriculum requirements, as well as student evaluation.

**Timeline:** 2 half-days per week, 15 consecutive days (max.)  
Extensions evaluated every quarter

### Objectives

- ◆ Enable students to apply acquired skills within a real workplace setting.
- ◆ Provide employers with potential employees.
- ◆ Provide students with the opportunity for higher level learning experiences, paid for by the employer.
- ◆ Demonstrate the importance of linking success in school to success on the job as it relates to workplace demands.
- ◆ Develop technical and employability workplace skills at higher levels.
- ◆ Provide regular evaluation of student's progress and provision for feedback.

### Highlights

- ◆ Demonstrates the importance of employees contributing to the total level of productivity in the workplace.
- ◆ Student is provided with sense of ownership and level of accountability.
- ◆ Improves the quality of the workplace by providing additional qualified employees.
- ◆ Student is evaluated as an employee.
- ◆ Provides a means for student and mentor to evaluate experiences as part of the employment plan.
- ◆ May lead to apprenticeship and full-time employment within desired career cluster.

