Student to Industry Connection

PEIMS Code: N1270154
Abbreviation: ST2INDCN
Grade Level(s): 11–12
Award of Credit: 1.0

Approved Innovative Course

- Districts must have local board approval to implement innovative courses.

- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.

- Innovative courses may only satisfy elective credit toward graduation requirements.

- Please refer to TAC §74.13 for guidance on endorsements.

Course Description:

The *Student to Industry Connection* course provides students with the opportunity to develop professional relationships with experienced individuals within the student's chosen program of study and to demonstrate necessary skills for an online virtual workplace. Students will learn acceptable virtual etiquette and professionalism for a teleworking environment. The central focus of this course is to prepare students to be 21st century career ready through interaction with a seasoned workplace mentor. The course may include a work-based learning component. Instruction will support students with marketable skills attainment. The course is recommended for students 16 years of age or older.

Essential Knowledge and Skills:

(a)   General Requirements. This course is recommended for students in grades 11 and 12. Recommended prerequisite: successful completion of two career and technical education courses. The course may include a work-based learning component. Students shall be awarded one credit for successful completion of this course.

(b)   Introduction.

(1)   Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

(2)   Career development is a lifelong pursuit of answers to the questions: Who am I? Why am I here? What am I meant to do with my life? It is vital that students have a clear sense of direction for their career choice. Career planning is a critical step and is essential to success.

(3)   The Student to Industry Connection course provides opportunities for students to participate in a work-based learning experience that combines instruction with business and industry employment experiences. The goal is to provide students with a variety of skills for a changing workplace. This course preparation is

relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

(4)   Students are encouraged to participate in extended learning experiences such as career and technical organizations and other leadership or extracurricular organization.

(5)   Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c)   Knowledge and Skills.

(1)   The student demonstrates professional employability skills for the workplace. The student is expected to:

(A)   discuss how personal integrity affects human relations in the workplace;

(B)   research characteristics of successful working relationships such as teamwork, conflict resolution, self-control and ability to accept criticism;

(C)   discuss and analyze employer expectations;

(D)   identify and demonstrate ways to respect the rights of others in the workplace;

(E)   explain the importance of applying effective listening skills in the workplace;

(F)   identify ethical standards that can be demonstrated in the workplace; and

(G)   describe the importance of complying with organization policies and procedures.

(2)   The student understands the importance of developing professional relationships with industry mentors who provide career guidance related to the student's career pathway. The student is expected to:

(A)   describe appropriate professional interaction, both online and face to face, with an industry mentor;

(B)   describe successful meeting facilitation strategies for industry mentor interactions;

(C)   describe how the guidance provided by an industry mentor can affect the student's career;

(D)   describe the role of a mentor in a job search;

(E)   explain the importance of having a career plan with actionable targets and next steps that can be shared with an industry mentor; and

(F)   explain how conducting periodic reviews/updates with an industry mentor can affect career success.

(3)   The student analyses effective meeting facilitation strategies necessary to be successful in a face to face or a virtual workplace. The student is expected to:

(A)   identify and apply technical writing skills through electronic communication;

      (B)   discuss and roleplay effective virtual and face to face meeting management strategies such as agenda creation, establishment of meeting norms, and inclusion of interactive activities;

      (C)   identify and describe group meeting facilitation strategies such as team building skills, managing break-out sessions, and conducting ice breaker activities;

      (D)   identify and apply effective telephone and virtual meeting etiquette; and

      (E)   describe appropriate use and care of company technology and equipment used in a virtual workplace setting.

(4)   The student exhibits growth mindset strategies for career success. The student is expected to:

      (A)   identify and describe the differences between a growth mindset and a fixed mindset;

      (B)   discuss growth mindset in relation to the occupation of interest;

      (C)   discuss how persistence affects career growth opportunities; and

      (D)   describe how grit can be demonstrated in a workplace setting.

(5)   The student describes various payroll practices. The students is expected to:

      (A)   describe payroll options such as hourly compensation, commission-based compensation and salaried (exempt) compensation;

      (B)   distinguish between withholding and deductions; and

      (C)   describe the relationship between hours worked and wages earned.

(6)   The student evaluates how an employer's mission and priorities lead to business success. The student is expected to:

      (A)   identify and evaluate a company mission statement;

      (B)   describe how a company mission statement drives employee actions; and

      (C)   develop a list of company priorities based on the company mission statement.

(7)   The student understands how work-life balance affects employee morale. The student is expected to:

      (A)   explain the principles of a flexible work schedule and how a flexible work schedule contributes to employee morale in the workplace;

      (B)   describe workplace policies/standards that lead to enhanced work-life balance for employees; and

      (C)   describe workplace benefits that contribute to employee morale such as family leave or company provided childcare and food services.

(8)   The student understands the effect of management style on employee performance. The student is expected to:

      (A)   discuss the different management styles and identify exemplars of each style;

      (B)   discuss how different management styles may influence employee productivity, morale, motivation, and job satisfaction;

      (C)   analyze various leadership styles in relation to different personality traits;

      (D)   evaluate personal leadership style strengths and opportunity areas; and

      (E)   develop a plan of action to strengthen the student's leadership style.

(9)   The student identifies and describes common financial documents used in the workplace. The student is expected to:

      (A)   identify primary sources of expenses and revenue for the business from reviewing financial documents such as an operating statement;

      (B)   interpret business financial documents such as balance sheet, income statement, or cash flow statement; and

      (C)   hypothesize recommendations for increased profitability.

(10)   The student understands workplace organizational culture and practices including department/teams and their responsibilities. The student is expected to:

      (A)   describe the workplace structure and hierarchy;

      (B)   identify the various departments or teams of a workplace and describe how their duties and responsibilities are interrelated; and

      (C)   describe how collaboration among departments or teams impacts work productivity and quality of work.

(11)   The student understands professional workplace exit strategies. The student is expected to:

      (A)   explain the importance of advance written notice and professional ways of submitting notice;

      (B)   describe proper return of worksite resources;

      (C)   describe the elements of an exit interview with a supervisor;

      (D)   compose departure email and voice mail messages as appropriate; and

      (E)   create follow-up correspondence after exiting a company.

(12)   The student investigates the impact of community involvement on the success of the business. The student is expected to:

      (A)   identify ways in which the company engages with the community; and

      (B)   connect community service opportunities to the success of the business.

Recommended Resources and Materials:

Skills to Succeed is a free resource that supports many young job seekers as possible with the right skills to understand career choices, find a job, and sustain employment.

Skills to Succeed Academy Brought to you by Accenture. (n.d.). Retrieved June 24, 2020, from https://s2sacademy.org/.

Anderson, L.E., & Bolt, S. B. (2016). Professionalism: Skills for workplace success. Boston: Pearson.

Lindsell-Roberts, S. (2011). New rules for today's workplace. Boston: Houghton Mifflin Harcourt.

Recommended Course Activities:

- Performance simulations
- Learning by doing
- Company case studies
- Professional Portfolio
- Projects

Suggested methods for evaluating student outcomes:

- Tests/quizzes
- Projects with rubrics
- Student self-evaluation
- Mentor evaluation

Teacher qualifications:

An assignment for Student to Industry Connection is allowed with one of the following certificates.

- any vocational or career and technical education (CTE) classroom teaching certificate
- Special Education: Early Childhood-Grade 12.
- Special Education Supplemental (Valid at grade level and subject area of the base certificate).

Teacher of record must attend the mandatory Work-Based Learning Training required for work-based learning courses

Additional information: