SECTION 4: TRAINING EMPLOYER SUPERVISORS AND

MENTORS

AS A PEER MENTOR, ONE PIECE OF MY ACCOUNTABILITY IS NOT ONLY TRANSFERRING THAT KNOWLEDGE, BUT MAKING SURE I UNDERSTAND WHEN THEY NEED TO MOVE TO THE NEXT STEP

- Tim Sheldon, Organizational Effectiveness Specialist, Kimberly-Clark

Work-based courses require college faculty, employer supervisors or mentors, and students to stretch beyond their usual roles. College faculty are asked to co-design curricula, draw on relationships or knowledge of industry and area employers, and train employers to teach. Students are asked to work, study, and apply information and skills in multiple contexts. Employer supervisors and mentors are asked to teach while they work, mentoring their colleagues as they simultaneously perform work tasks. All these role shifts are significant and require thoughtful preparation and, often, training. Work-based courses and the new roles they entail offer a chance for all stakeholders to broaden their skills and perspectives in a way that builds relationships and reinforces learning within and beyond the courses themselves.

Employer supervisors are key to the success of a work-based course program because they add a new dimension to the learning process. Serving the dual role as employee and teacher, the supervisor must draw on a number of different strengths to best provide instructional support. Colleges should implement training, delivered by faculty, that encourages supervisors to participate as part of the instructional team and assists them in developing the skills they need to facilitate and document learning.

This training should draw on the strengths of expert employees and be situated in the manufacturing context. Section Four tools include materials aimed at helping colleges present supervisor training through a series of presentations and discussion prompts, and a train-the-trainer overlay for college faculty.

CREATING A CULTURE OF LEARNING

In a manufacturing setting, there are multiple opportunities for learning. Although time and production constraints can seem to impede drawing out "teachable moments" in the midst of work tasks, thinking of learning opportunities can be a productive way to skill up a company's workforce. Supervisors can learn to recognize these opportunities and be given strategies to use them as reflective exercises that increase the student's knowledge and ability. In many instances, recognizing and using teachable moments will require the supervisor to provide feedback about performance, or use prompts as students perform a particular task. These strategies provoke reflection and metacognition, which lead to deeper understanding and better troubleshooting skills. Similarly, college faculty can use feedback or written communication from supervisor about particular incidents as classroom case studies to delve deeper into how a task is carried out, troubleshoot a problem, or reflect on what could have been done differently. This continued reference to real world, lived contexts allows students to make better connections to concepts and processes and encourages continued communication and skill development on the job.

An effective and empowered supervisor has the ability not only to instruct students, but also to foster a sense of ownership among other employees. Often, this happens organically in the workplace, with more senior, experienced operators or supervisors relaying advice, knowledge, or demonstrations of expert work. For work-based courses, the process becomes more explicit so that learning can be documented and assessed.

This culture of learning can reinforce a number of positive work behaviors, and many companies report that training their own workforce in this manner can help with employee retention and satisfaction and lead to higher production quality and less downtime. Work-based courses aim to aid area industry in developing and retaining talent and to help students gain knowledge and skills to further their education and career goals. Ultimately, both goals are supported by engaged, trained supervisors who provide the guidance to foster learning in the workplace.

DEVELOPING EFFECTIVE SUPERVISORS

> "Typically, our peer mentors are senior people on the line...And those are the people we kind of rely on to train our new hires as they come in...So our peer mentors are senior people [with] a lot of knowledge, a lot of experience, and they also have good people skills. So they can talk to somebody. They understand that there's going to be questions. They don't have a high level of frustration around that."
>
> – Tim Sheldon, Organizational Effectiveness Specialist, Kimberly-Clark

The first step to developing effective supervisors or expert mentors is identifying existing employees with the right mix of temperament, expertise, and willingness. Lewis Nall, OCTC faculty member, notes that,

> "the best supervisors are ones that are similar to a teacher. They're willing to teach. They're willing to work with that employee and help them to be better, whatever that may be."

Often, these individuals are already in positions that require some instruction or coaching, however informal. A college can assist in this process by working with companies to outline the qualities necessary for optimal instruction in the workplace, and faculty with manufacturing sector experience should be prominently featured in these discussions.

A good supervisor is able to use teachable moments, give feedback, and facilitate the worker's understanding of the production process. In some cases, faculty can work on-site with new supervisors to coach them and provide them strategies for demonstrating tasks, documenting student progress, and providing constructive feedback. Additionally, communication between faculty and supervisors is essential throughout the program, with faculty often acting as coaches for both the student and the supervisor. In a work-based course setting, this communication and feedback loop assures that development of all parties is supported and strengthened. It also provides positive reinforcement both to the student and the supervisor.

The tools in this section form a facilitator's guide for faculty to train supervisors for their role in delivering work-based courses. The section begins with a tool designed to assess a variety of training formats and consider which best meets the needs and availability of employer supervisors. The other tools walk through designing and delivering the training workshop and provide slides and handouts for the training itself. The training presentations are divided into four parts: orienting employer supervisors to work-based courses; designing a work-based course approach; instructional strategies for work-based courses; and assessing work-based learning.

TOOL 4-1: SUPERVISOR TRAINING FORMATS

Type of Tool: Tip sheet

Summary: Just as work-based courses adapt their delivery format to the needs of an employer, the training to deliver work-based courses should also meet the needs of participating employer partners. This tool provides questions and suggestions for determining how to deliver supervisor training. Ideas for training formats highlighted here include a single workshop, a series of abbreviated workshops, faculty shadowing supervisors, or an online course.

Why: While training is critical to equip supervisors to succeed in their role as instructors, it can be difficult for employers to make their staff available for the training. If the training format is too rigid, supervisors might not complete the training and will miss opportunities to effectively facilitate learning on the job. Providing multiple forms of supervisor training could also allow staff to access a refresher course or other resources that will build their teaching skills through the work-based course.

Who Should Use this Tool: Program administrators, faculty members

Spotlight on OCTC: When OCTC launched its work-based course program, employer partners participated in in-person workshops that piloted work-based supervisor training strategies. These manufacturers also requested a flexible, hybrid training that included online components to accommodate time constraints and the varied learning levels of the participants. OCTC learned that flexibility in how the employer supervisor training is provided helps maximize their preparation to demonstrate and reinforces effective strategies to teach and document worker learning.

CONSIDER A VARIETY OF TRAINING FORMATS

While training is critical to supervisors' success in their role as instructors, it can be difficult for employers to make their staff available for training. Be prepared to adapt the one-day training to other formats that both respond to an employer's logistical needs and provide the supervisors with strong professional development opportunities. Consider these tips as you adapt your training to a format that works for all your partners:

Sometimes the format will be driven by logistical constraints

- How many supervisors will be required to attend the training, and how do their production responsibilities intersect?
- Can the training be offered during a slow period in the production cycle when many of the supervisors can be available for a full day?
- Does it take a long time to travel between the plant and the college, making multiple trips difficult?
- Can shorter meetings be scheduled around the supervisor's shift schedule to minimize their time away from work? Are you training supervisors who work different shifts?
- Will the training be offered to supervisors within a single company, or will you be bringing together multiple employers?

Consider the design benefits of different training formats

The supervisor training must respond not only to employer schedules, but to the learning needs of the supervisors based on their on-the-job teaching expertise. Past relevant experience could include providing formal apprenticeship instruction, training other employees in company procedures and technical skills, or mentoring new employees. Supervisors who have more of these types of experience mentoring other workers may not need as much guidance in identifying learning opportunities. A shorter training can serve as a refresher or focus on connecting that instruction to the formal work-based course. Supervisors may be less comfortable relating the practical, hands-on training within their work responsibilities to academic concepts or curricula. Supervisors who have not had as much experience with on-the-job teaching could benefit from more thorough training, with opportunities to engage in role playing, practice learning strategies presented in trainings, and reflect with faculty on what they are learning.

Format Options

This table outlines the advantages and challenges of common training formats, reflecting both the logistical and instructional needs of employer partners.

	Advantages	Challenges
In-person workshop: 1 day	Supervisors can benefit from the most in-depth opportunity to learn through hands-on training and practice role playing. Particularly valuable for supervisors with little experience in instruction and teaching.	Completing the training in one session provides less opportunity for reflection and to ask the trainer questions that emerge after some reflection.
In-person series of short sessions	Offers many of the same benefits as the one-day workshop without requiring supervisors to miss a full day of work. It also gives supervisors time to reflect or complete assignments between sessions.	Each session is an opportunity for production needs to take priority over the training. Supervisors are more likely to begin but not complete training due to these disruptions.
Faculty member shadows supervisor	Faculty shadowing supervisors can customize the lessons to the experiences of each supervisor and most closely echo what will happen in the course. The training can also establish the relationship between the supervisor and faculty that will be important throughout the course delivery.	This approach is time intensive for the college faculty, particularly if numerous supervisors require training at the same time. Supervisors may be distracted as they work. In addition, supervisors miss the opportunity to learn from one another.
Online course	Can serve as a refresher for supervisors with instructional experience. An online course can also convey what the work-based model is for supervisors not yet familiar with the expectations of their role.	This is the least interactive format, making it difficult to adapt lesson content based on the particular company context. For those unfamiliar with many of the instructional strategies presented, it is more difficult to ask questions and role-play or practice.

4-2: PLANNING SUPERVISOR TRAINING

Type of Tool: Planning guide, worksheet, sample agenda

Summary: Training employer supervisors is a crucial component of the work-based course model. This facilitator's guide is designed to assist college faculty teams as they design a training workshop for supervisors, adapt resources, and facilitate collaboration between the college and local manufacturing industry. This planning tool should be used in combination with the other tools from Section Four.

Why: For successful training, a team approach works best. Team members should include faculty, college leadership (for high-level support), administrative or clerical support, and industry liaisons. The tools and resources below are meant to guide training development and should be used in conjunction with other faculty-developed materials and college resources.

Who Should Use this Tool: Faculty members

Spotlight on OCTC: OCTC began work-based course development with the assumption that employers would need significant training in order to teach adult learners at their worksites. The work-based course team considered various strategies for training worksite supervisors and mentors on instructional and competency assessment techniques. OCTC discovered that their manufacturing employer partners had for the most part designated and trained their "best and brightest" supervisors to serve as instructors. These instructors were doing a respectable job of providing the on-the-job training that was already occurring. In fact, most of these supervisors had college credentials and years of proven work experience to add to their dossiers. At the same time, an impressive work record or college degree does not guarantee an effective teacher. Some of the highest-performing workers in the plant were not able to communicate expectations or teach critical job skills to others. In addition, coordinating with faculty to teach and assess the specific competencies expected in a college-level course required different skills and activities from these workplace mentors.

This training has developed supervisors that students recognize as educators as well:

> I feel like my supervisor's not in a managerial role but more of a mentor role. That's what I really like about how the program is structured, is that we can have a well-suited mentor that could walk with us through learning about the job while we're on the site.
>
> – Corey Marchand, work-based course student at OCTC and employee at OMICO Plastics

PREPARE YOUR TRAINING

Careful planning and preparation are important to the success of your training. Use the steps below as a general g uide.

Set the time and place

Just as employer constraints influence the selection of a training format in Tool 4-1, the time (or times) and location for your training should be responsive to employer needs. Determine a convenient location at the workplace, on the college campus, or in any other space available to both parties. It is important to have a space that is mutually agreed upon and comfortable, so choose a space that can be booked in advance with minimal distractions. Also, timing of the training needs to be agreed upon well in advance, as both faculty trainers and employer supervisors are busy people. This may require early morning or late evening sessions to accommodate shift changes.

Identify facilitators

Determine who will facilitate/co-facilitate. Faculty with an industry background and the most experience in training industry are a good choice, and other faculty or deans who have experience teaching can act as co-facilitators and designers. Ideally, there should be a main facilitator with up to three other co-facilitators to work with small groups and support the training overall.

Convene a planning team of facilitators, co-facilitators, and any other support staff that will be involved in the training. Advance planning will allow you to assign roles and responsibilities, including both training tasks and logistics and support duties.

Do your homework

Gather information about your training participants, including which companies will be sending supervisors or other expert mentors, who from those companies will be attending, and any other pertinent information that will allow you to customize your training content.

Review workshop materials included in this toolkit and identify needed changes to content, layout, and medium. Prepare materials at least two weeks in advance to keep last-minute changes to a minimum and be sure that all training facilitators are comfortable in their assigned roles. Also, gather materials from companies, including task lists and other production documents that will be used as reference materials. Some companies will want to scrub documents for proprietary information. The college can assist in this process and allow company representatives to approve the documents before training.

Prepare your space, whether it is physical space or a virtual platform. If it is physical, visit the room and check out any assistive technology (projectors or others) and determine how to arrange seating. If it is virtual, do a test run to determine if all technology is ready and operators are comfortable with it.

TRAINING READINESS CHECKLIST

Working with the college training team, this checklist will help you prepare and be ready to train. Use the Notes section to assign duties, note necessary steps to completion, and keep track of unresolved questions.

Complete?	Tasks	Notes
	Determine the time and location for your training	
	Determine who will facilitate/ co-facilitate	
	Convene a planning team	
	Gather information about your training participants	
	Review workshop materials	
	Revise workshop materials	
	Prepare your space and check technology	

DESIGN YOUR AGENDA

When designing your training schedule and agenda, take into account the time available to both faculty trainers and supervisors. The training set out here is highly customizable, but should not be significantly shortened or abridged. Supervisors must be trained on the model in order to successfully contribute and feel comfortable with their expanded roles as part of a rigorous academic course. In customizing the training, faculty trainers should seek to create tighter linkages to specific work conditions, without sacrificing the need for supervisor learning.

There are a number of ways to deliver training, and colleges should feel empowered to design their workshop in a way that serves their college and local industry best. Below are two examples of training formats and agendas.

Sample agenda: In-person, three-quarter day long training.

8:00 am – 8:15 am	Welcome, Introductions, and Goals of the Training
8:15 am – 8:45 am	What are Work-Based Courses? • Overview of work-based course model • Benefits to workers and industry
8:45 am – 9:30 am	The Workplace as Classroom: Linking Experiential Learning with College • Work-based courses and the adult learner • Harnessing the workplace as a learning lab
9:30 am – 9:45 am	Break
9:45 am – 10:30 am	Designing a Work-Based Course • Crafting learning objectives for the workplace • Collaborating with college faculty and staff • Balancing work demands and student coaching
10:30 am – 11:45 am	Instructional Strategies for the Workplace • Overview of work-based instruction • Strategies for making learning explicit and "real" • Incorporating classroom knowledge with workplace skills
11:45 am – 12:45 pm	Lunch
12:45 pm – 1:45 pm	Documenting and Assessing Work-Based Learning • Using workplace task lists and competency checklists as assessments • Strategies for documenting progress and skill
1:45 pm – 2:15 pm	Faculty Roundtable • College faculty share their experiences with work-based courses and customized training and ask for feedback from participants.
2:15 pm – 2:30 pm	Wrap up and adjourn

Sample agenda: Blended training, with some pre-work delivered virtually and some delivered in person.

Format	Topic	Date/Time/Duration
Webinar (asynchronous)	What are Work-Based Courses	1 hour, recorded pre-training
Webinar (synchronous)	Designing a Work-Based Course Program	1 hour, 3 pm – 4 pm
In-person training	The Workplace as Classroom: Linking Experiential Learning with College	2 hours, 5 pm – 7 pm
In-person training	Instructional Strategies for the Workplace	1½ hours, 5 pm – 6:30 pm Wednesday
In-person training	Documenting and Assessing Work-Based Courses	1½ hours 5 pm – 6:30 pm Thursday
Webinar (synchronous)	Wrap-up, reflections, training feedback	45 minutes, 10:00 am Saturday

TOOL 4-3: DELIVERING THE TRAINING

Type of Tool: Tips and note-taking template

Summary: This tool provides descriptions of various facilitation formats and strategies for bolstering participation. The discussion strategies and note sheets can help faculty members organize their training workshops and should be adapted by faculty trainers based on feedback and ideas submitted by company representatives. These should be used in combination with the other tools from Section Four.

Why: Many of the tips included here may be familiar to faculty members with experience designing and conducting train-the-trainer workshops. For those who have not led these types of workshops, or could benefit from a refresher, these tips are a useful reference.

Who Should Use this Tool: Faculty members

> When you're speaking to somebody and you can see in their eyes they're lost, but something that you say or do triggers that spark where you can literally look into a person's eyes and you see them saying "ah-ha" to themselves. They get it. That's what we want our supervisors to be, okay? To be that in tune to where the employee is deficient and what they need to do in order to level up and close the gap.
>
> - Donald Wooldridge, Aleris

GENERAL TIPS FOR DELIVERING TRAINING

Be well prepared, but flexible. While trainers will want to be prepared and ready for training, it is important to remember that flexibility and comfort with training materials are key. In all trainings there is potential for something to go wrong, and being flexible and relaxed can allow trainers to overcome small snags.

Adapt to the audience, but stay true to the training goals. If your participants are interested in the topic, or have more or less knowledge of the area than you expected, don't hesitate to tweak content as you train. However, anchoring your training to the core objectives you set out will help you deliver a successful training.

Facilitate conversations and dialogue, but don't be afraid to table something. If the conversation veers off too much, if participants are negative or distracting, or if there are questions that surface that you simply can't answer, don't hesitate to leave topics on a "parking lot" or some other list. This will indicate that you will return to them later with more information, but for now you are moving on.

Be respectful. Remember, participants are coming to the training to learn something new, so patience and listening skills are key. Also, participants bring their own knowledge and experience to the training, so remember to harness that and learn along the way.

STRATEGIES TO PROMOTE INTERACTION AND DISCUSSION

Delivering the training is equal parts relaying information and promoting collaboration and discussion. Discussion questions are featured prominently in many parts of the training, and they are designed to spur interest, understanding, and ownership of the work-based course model. Below are some strategies and tips for using discussion questions.

Think-Pair-Share

For deeper discussion it can be helpful to have participants pair up and share thoughts or ideas. Generally, a think-pair-share exercise is a quick way to promote interaction within a group. Once pairs have met, have each report back to the group to generate ideas.

Basic format:

- Pose a question
- Have participants think to themselves, considering their answer (around 2 minutes).
- Pair participants.
- Participant pairs discuss and share ideas or suggestions (about 5 minutes).
- Regroup as a whole and get responses from pairs (about 5 minutes).

Group Work/Discussion

Another way to generate discussion in larger groups is to have "table time," where smaller groups (3-6 people) discuss ideas with the aid of written questions and a faculty facilitator. The facilitator's job is to ask questions, prompt participants, take notes, and move the discussion forward in a timely manner. These notes can then serve to inform the larger group and any training materials that follow.

GROUP DISCUSSION QUESTIONS: NOTE-TAKING TEMPLATE

This template can initiate discussion within the workshop. Taking notes on employer responses is critical, because this information can also guide the ongoing collaboration between faculty and supervisors in the work-based course itself, not just the supervisor training. Supervisors and employer mentors can draw on their experiences providing on-the-job instruction other than the work-based course, any involvement they had in the design of the work-based course being launched, or their observations of and interactions with other work-based courses at their company.

Company Name
Roles and titles of employer supervisors and mentors
How does your program fit into training and promotions at your company? If your company has offered other work-based courses, what did they look like?
How did it get started? Did you have a company "champion" who is well versed in the course design?
How does the model work, and who is responsible for what?
Did you participate in the task analysis provided by the college to help your company envision a work-based course? If so, what was particularly useful or illuminating about this process?
How do you determine learning objectives on the job?

Table continues on next page.

How do you balance what the worker needs to know now vs. what he or she should learn in the future?

How do you balance work demands and student learning goals?

What are your goals in implementing a work-based course model?

What are your impressions so far? What are you most excited about? What are your concerns?

How would you describe your expectations for working with your employees in this model?

If you have already begun instruction for a work-based course, has it changed your perspective on your workers, on their potential or future in the company?

How do you coach for performance? How are you “creating your own workforce”?

TOOL 4-4: SUPERVISOR TRAINING HANDOUTS

Type of Tool: Handouts

Summary: These handouts support the supervisor training in several ways: The first two provide learning theory frameworks that can help supervisors understand how to best instruct their workers. The next two worksheets can be used both during the training and throughout a work-based course to structure how a supervisor assesses what work-based course competencies a worker has mastered. The final worksheet allows supervisors to evaluate the training itself so that future supervisor trainings can better prepare supervisors to be effective in their work-based course role. Faculty trainers can adapt these to be distributed as handouts for the employer supervisors during training. They should be used in combination with the other tools from Section Four. Note that the material in these handouts appears on the slides in Tool 4-5.

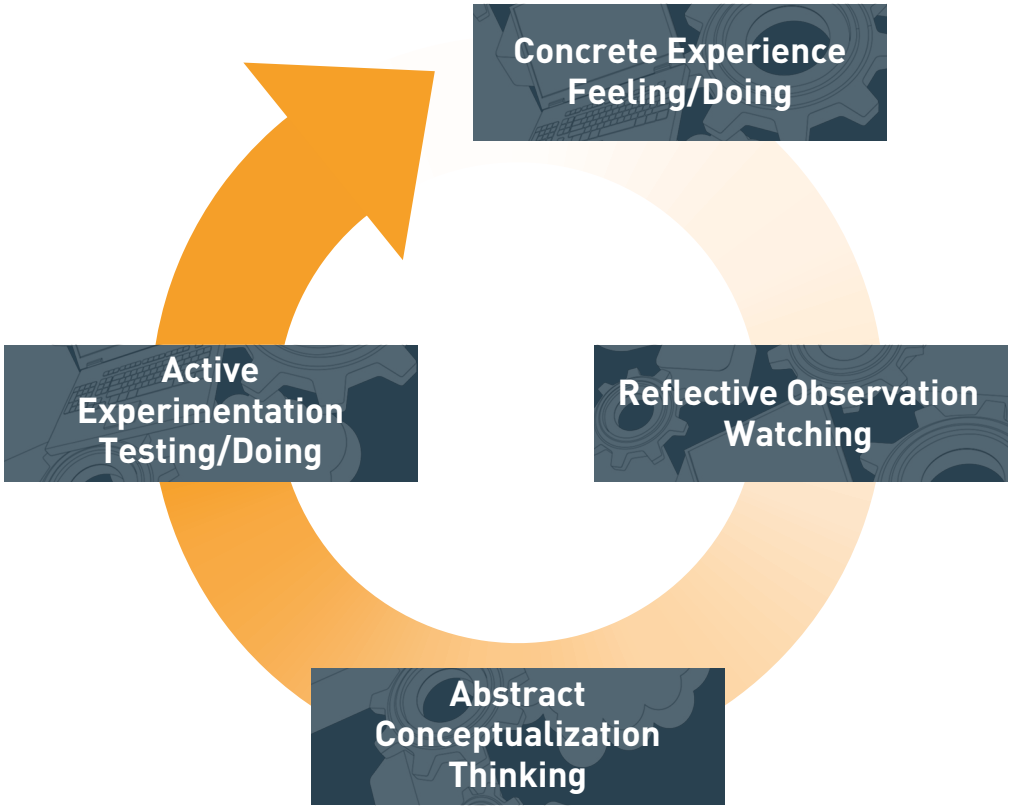
Why: Handouts focus learning from the supervisor training and provide something that supervisors can take with them to guide their instructional role throughout the work-based course. Faculty trainers can add other handouts that will support their collaboration throughout the course.

Who Should Use this Tool: Faculty members

KOLB'S EXPERIENTIAL LEARNING PROCESS

David Kolb is a learning theorist who coined the term "experiential learning." His work focuses on how learners use experiences to drive understanding, knowledge, and skill development.

In this training, we frame work-based courses as experiential learning activities. Experiential learning is a four-step process that starts with the learner (or worker) experiencing or doing something, like performing a work task, then reflecting on the experience by asking critical questions, then analyzing or conceptualizing the experience by connecting it to some known skill or task; and then applying or practicing the skill.



Visual adapted from:

1. Kolb, D. A. (2014). Experiential Learning: *Experience as the Source of Learning and Development*. FT press.

GROW'S STAGES OF LEARNING AUTONOMY

Gerald Grow designed the following matrix to represent the relationship between student learning stages and instructor roles and responsibilities and to illustrate how these roles and tasks shift over time. This framework also illustrates how learning happens along a continuum of experiences and shows how instructional tasks can and should evolve as students become more experienced and autonomous.

Use this matrix as a reference point when discussing how instruction appears on the job and how to scaffold learning from work activities.

Stage	Worker Role	Supervisor/ Teacher Role	Common lesson types or formats
1	Dependent	"the Expert"	Drill or lecture. These lessons tend to be directive in nature.
2	Interested	Motivator, Guide	Lecture and discussion. These activities tend to encourage student engagement and "buy-in."
3	Involved	Facilitator	Discussion, collaborative work, or practice. These activities are generally centered on team-building or guided exploration.
4	Self-Directed	Consultant, Delegate, Supervisor	Individual or group projects or work tasks. These activities tend to be "capstone" experiences that require multiple skills.

Grow, G. O. (1991). "Teaching Learners to be Self-Directed." *Adult Education Quarterly*, 41(3), 125-149.

SAMPLE RUBRICS AND ASSESSMENT TEMPLATES

This is a basic rubric for assessing skills in an individual unit or segment or course. The college instructor and employer should agree on the list of skills and competencies to be assessed. The supervisor will rate the work-based student's demonstrated mastery on the job on a scale of 1 to 3, with 1 being the lowest level of understanding and 3 the highest. The supervisor should sign and date each rating, then give the assessment to the college instructor.

Skills and Competencies	Rating			Date and initial
	1	2	3	
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Rating scale: 1=no evidence of proficiency, 2=emerging evidence of proficiency, 3= proficient/mastery

BASIC ASSESSMENT MATRIX

Complete this handout as part of a guided exercise for assessing work-based learning within a work-based course. The intent of this exercise is to brainstorm various ways to assess skills or competencies both as part of the job and in other ways at the workplace.

Skill or competency	Formative	Interim	Summative
	Self-assessment	*Written assignment or essay*	*Credentialing test or final exam*

BASIC TRAINING EVALUATION TEMPLATE

Please provide feedback on the training workshop so that the college can continue to improve its supervisor training as part of its work-based course program.

What were your overall impressions of the training?

Organization				
5	4	3	2	1
Well Organized				Poorly Organized

Content				
5	4	3	2	1
Very Informative				Not Informative

Usefulness				
5	4	3	2	1
Very Useful				Not Useful

Do you feel this training has increased your knowledge about learning in the workplace?

What session did you find most helpful/interesting and why?

What session did you find least helpful/interesting and why?

What suggestions do you have to improve our training?

TOOL 4-5: SUPERVISOR TRAINING SLIDES

Type of Tool: PowerPoint slides

Summary: The slides at the core of the supervisor training introduce the work-based course model, relevant learning theory, and strategies for promoting learning on the job. Slides for the supervisor training are presented with script suggestions in the notes and discussion prompts. These are to be used as suggestions, and should be customized by faculty trainers. These slides should be formatted and adapted by faculty trainers based on feedback and materials submitted by company representatives. They should be used in combination with the other tools from Section Four.

Why: While many supervisors bring experience in on-the-job training and instruction, they may be less familiar with work-based courses. Other supervisors may not be as comfortable taking responsibility for guiding learning in the workplace. Bringing together supervisors for this training can help them learn from each other and help them connect their training and mentorship expertise to this model.

Who Should Use this Tool: Faculty members

The Powerpoint slides with facilitator notes can be downloaded at:
jff.org/workbasedcourses/

Go to the Toolkit tab, then scroll down to section 4.

WORK-BASED COURSES: BRINGING COLLEGE TO THE PRODUCTION LINE

This document is part of a toolkit that provides guidance to community college administrators and faculty who are interested in bringing a work-based course model to their college. Tools and resources walk through the major stages of program design and implementation. To access the complete toolkit, go to: http://www.jff.org/workbasedcourses

JOBS FOR THE FUTURE

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