

# Simulated Workplace

A Pathway to Connected Learning



# What is Simulated Workplace?

Simulated Workplace is an educational initiative that is designed to implement workplace protocols into the classroom.

Let's let LCTC's Director Mrs. Jackie Jenkins provide us with a more thorough answer.



# Simulated Workplace Mission Statements

Instructor's Mission Statement:

“To create an engaging student led learning environment that grows the technical and soft skills necessary to be a successful employee in today's automotive environment.”

# Simulated Workplace Mission Statements cont.

Sample of Student Generated  
Mission Statement:

“To learn and excel in the field of Automotive Technology while demonstrating the integrity and confidence to meet and exceed the needs of our customers.”

# Elements of Simulated Workplace

- Development of a company profile that includes a written handbook on policies and procedures
- Formal attendance keeping policy that includes clock in/out
- Defined rotating roles within the company that allow for the opportunity to develop leadership skills

# Elements of Simulated Workplace cont.

- Random drug testing policy
- Quality industry relevant safety training
- Integrating a project based learning approach
- Incorporate the ability to practice presentation and collaboration skills

# Demonstrating the Need

One of the most challenging questions to answer from a student is:

“Why do I need to know this?”

Here is a short video clip showing the answers that some students provided.

Simulated workplace clearly establishes the relationship between what is being learned and why it is relevant.



# Demonstrating the Need cont.

There have been countless studies that show a student's engagement level is strongly correlated to their achievement level.

When a student does not understand the importance of a lesson their engagement and achievement will suffer as a result.

Here is what the students think...





# Demonstrating the Need cont.

A sample from Forbes traits of the ideal employee:

- Action Oriented
- Ambitious
- Autonomous
- Honest
- Modest
- Display leadership
- Confident
- Marketable

# Demonstrating the Need cont.

Excerpt from Google's surprising study

*In 2013, Google decided to test its hiring hypothesis by crunching every bit and byte of hiring, firing, and promotion data accumulated since the company's incorporation in 1998. Project Oxygen shocked everyone by concluding that, among the eight most important qualities of Google's top employees, STEM expertise comes in dead last. The seven top characteristics of success at Google are all soft skills: being a good coach; communicating and listening well; possessing insights into others (including others different values and points of view); having empathy toward and being supportive of one's colleagues; being a good critical thinker and problem solver; and being able to make connections across complex ideas.*

# LCTC CARES Rubric

## Courteous, Attitude, Respect, Ethical, Service-Oriented

### Work Ethic:

Attendance

Tardiness

On Task, Focused, Engaged

Respect

### Oral Communication:

Appropriate Interactions/Appropriate

Language

Listening

Respect/Tolerance

# 5 S - An Efficient Workplace Equals a Safe Workplace

Sort

Straighten

Shine

Standardize

Sustain

**CARES Rubric**  
**Courteous, Attitude, Respect, Ethical, Service-Oriented**  
**LAKE CAREER & TECHNICAL CENTER**

**WORK ETHIC**  
**(10% of Quarter Grade)**

	<b>MASTERY</b> (Meets or Exceeds Standards)	<b>PARTIAL MASTERY</b> (Needs Work)	<b>NOVICE</b> (Seriously Lacking Work Ethic)
<b>Attendance</b>	•Zero unexcused absences	•Only one unexcused absence	•Two or more unexcused absences
<b>Tardiness</b>	•Zero tardies	•Only one tardy	•Two or more tardies
<b>Preparedness</b>	•Always comes to class without teacher prompt •Always has all materials on hand and ready to start class when bell rings •Always is proactive in helping others	•Usually comes to class prepared without teacher prompt •Usually has all materials on hand and ready to start class when bell rings •Usually is proactive in helping others	•Rarely comes to class prepared without teacher prompt •Rarely has all materials on hand and ready to start class when bell rings •Rarely is proactive in helping others
<b>On Task, Focused, Engaged</b>	•Always remains focused and engaged without prompts from teacher •Does not talk out of turn and/or distract others from learning •Always helps others stay on task	•Usually remains focused and engaged without prompts from teacher •Usually does not talk out of turn and/or distract others from learning •Usually helps others stay on task	•Rarely remains focused and engaged without prompts •Often talks out of turn and distracts others from learning •Rarely helps others stay on task
<b>Respect</b>	•Always demonstrates respect for others • Always acts as a responsible and respectful representative of our school	•Usually demonstrates respect for others •Usually acts as a responsible and respectful representative of our school	•Rarely demonstrates respect for others •Rarely acts as a responsible and respectful representative of our school

**ORAL COMMUNICATION**  
**(10% of Quarter Grade)**

	<b>MASTERY</b> (Meets or Exceeds Standards)	<b>PARTIAL MASTERY</b> (Needs Work)	<b>NOVICE</b> (Seriously Lacking Oral Communications Skills)
<b>Appropriate Interactions/ Appropriate Language</b>	•Always demonstrates eye contact, uses appropriate body language when engaged in conversation •Always uses language that is appropriate for the situation or task at hand	•Usually demonstrates eye contact, uses appropriate body language when engaged in conversation •Usually uses language that is appropriate for the situation or task at hand	•Rarely demonstrates eye contact, uses appropriate body language when engaged in conversation •Rarely uses language that is appropriate for the situation or task at hand
<b>Listening</b>	•Always listens to the thoughts and ideas of others •Always helps create a positive listening environment •Always responds with appropriate conversation	•Usually listens to the thoughts and ideas of others •Usually helps create a positive listening environment •Usually responds with appropriate conversation	•Rarely listens to the thoughts and ideas of others •Rarely helps create a positive listening environment •Rarely responds with appropriate conversation
<b>Respect/Tolerance</b>	•Always communicates respectfully to others •Always demonstrates tolerance and understanding while engaged in conversation •Always acts as a responsible and respectful representative of our school	•Usually communicates respectfully to others •Usually demonstrates tolerance and understanding while engaged in conversation •Usually acts as a responsible and respectful representative of our school	•Rarely communicates respectfully to others •Rarely demonstrates tolerance and understanding while engaged in conversation •Rarely acts as a responsible and respectful representative of our school

# 5S

**An Efficient Workplace Equals A Safe Workplace**

## SORT

Only keep needed items in the work area. When in doubt, sort it out.

## STRAIGHTEN

A place for everything and everything in its place.

## SHINE

Ensure everything is cleaned and functioning properly.

## STANDARDIZE

Develop a routine for sorting, straightening and shining.

## SUSTAIN

Create a culture that follows these steps every day.

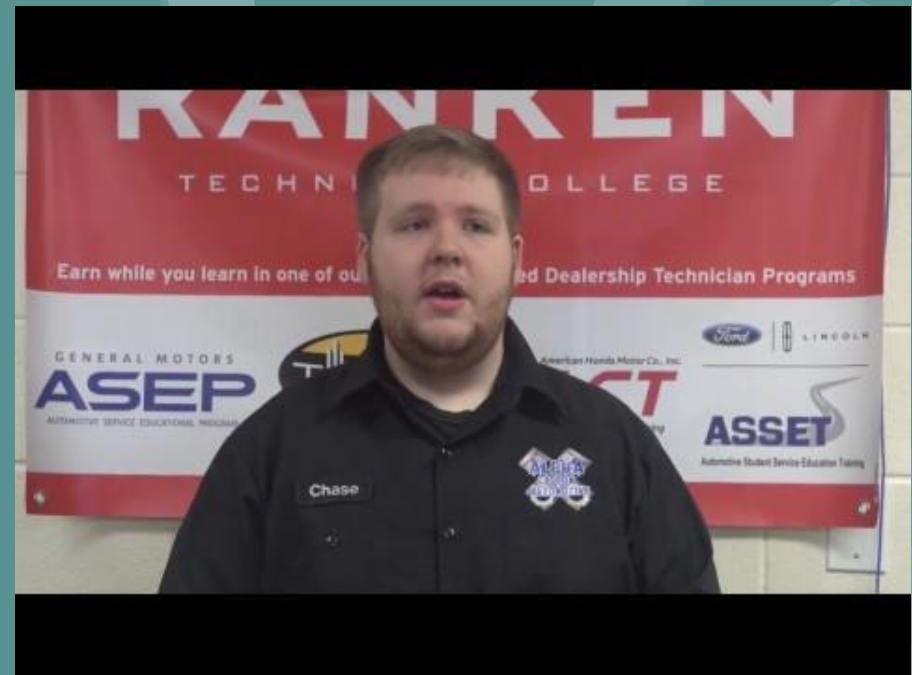


# Observations and Reflections

- This initiative was initially met with hesitation due to students fear of change but once the practice was accepted really allowed the leaders in the class to shine.
- The creation of an organizational structure allowed the students to rely on their “co-workers” as opposed to going directly to management.
- Students developed the ability to recognize negative work habits and began to hold each other accountable to their company standards.

# Observations and Reflections cont.

- Team environment helped develop collaboration and communication skills and masked the weaknesses of individual members.
- Allowing students to teach students created greater understanding and retention of technical material.
- Freedom from fielding technical questions allowed for greater focus in developing students “soft skills.”



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