WEST VIRGINIA

SIMULATED WORKPLACE

Operational Manual

6TH EDITION

FOREWORD

Thank you for choosing to learn more about Simulated Workplaces!

The West Virginia Department of Education's (WVDE) Division of Career Technical Education (CTE) has worked with committee experts from numerous businesses and industries throughout West Virginia to design the Simulated Workplace program. This educational initiative transforms the culture of CTE by creating high-quality business and industry learning environments. The Simulated Workplace program has enhanced instructional delivery of career education to create a more engaged career technical student. It gives students the opportunity to thrive in an authentic workplace culture and to take ownership of their individual performance as it impacts the overall success of their education.

Through collaborations between the WVDE Division of CTE, numerous West Virginia businesses and industries, West Virginia University and Marshall University, the West Virginia Simulated Workplace Operational Manual has been created to assist schools in implementing workplace environmental protocols that align with West Virginia workforce requirements. This publication, in its sixth edition, details the steps in changing the culture of CTE.

It is my pleasure to share with you the Simulated Workplace Operational Manual as we continue to improve our practice of offering the most appropriate services and educational experiences to our state's CTE students.

Steven L. Paine, Ed.D.
West Virginia Superintendent of Schools

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OVERVIEW

The demand for a more work ready employee among West Virginia business and industry leaders continues to grow. It is clear in today's workforce that Science, Technology, Engineering and Mathematics (STEM) skills, along with attendance, drug free, team work and professionalism are critical abilities required to be a work ready employee. Through the Simulated Workplace initiative, students will be immersed within an engaging workplace environment which offers support in addition to rigorous training while developing the necessary skill sets to be a next generation work ready employee.

Simulated Workplace shifts classrooms into workplace company settings, while introducing students to various business processes using twelve distinct measurement areas. These areas are proven to be essential to the success of many companies both locally and internationally. Simulated Workplace works closely with local business and industry experts to identify effective CTE programs that meet the needs of tomorrow's workforce. Integrating these authentic business practices statewide gives every student access to the necessary skill sets, certifications and academics needed to be college and career ready.

PURPOSE

Where classrooms shift to workplace company settings, resulting in the following:
1. a school-wide cultural change
2. increased student leadership and engagement
3. instructors transitioning to facilitators

OUTCOME

All CTE students graduate college and career ready.

VISION

Transform the culture of Career Technical Education by creating high quality business and industry learning environments.

MISSION

Provide students an engaging and relevant curriculum with opportunities to earn state and national industry recognized certifications.

GOAL

All Career Technical Education completers are college and career ready.

OBJECTIVES

- Present curriculum in a relevant and purposeful manner.
- Place business and industry processes directly into CTE programs.
- Incorporate foundational academic and career ready skill sets.
- Provide students an understanding of all aspects of an industry or business and how their individual success leads to company success.
- Provide each student with an understanding and knowledge of how Science, Technology, Engineering and Mathematics (STEM), along with ethics, work place processes and behavior are integral skills to successful employment.

PROCESS FOR DEVELOPING A SIMULATED WORKPLACE

Starting a business is no easy task; however, all successful businesses have one thing in common: *attention to detail.* The following guide will assist instructors and students in developing a successful Simulated Workplace environment.

Simulated Workplace resources can be found at: www.simulatedworkplace.com

During Student Scheduling

1. Hire a workforce:
    - Work with the administrator and/or counselor to arrange a time to conduct an application and interview process for enrolling students.

First Weeks Of School

2. Review what Simulated Workplace is and student expectations including:
    - Transforming the classroom into a workplace/job site
    - Time clocks and attendance
    - Drug testing policy
    - Student portfolios
    - Safety
    - 6S environment:
        - » *Sort, Straighten, Shine, Standardize, Sustain, Safety*
    - CTE core curriculum
3. Begin communication with parents/guardians about Simulated Workplace expectations.
4. Develop a company name.
5. Begin developing and reviewing your company business structure with students.
    - Include:
        - » *protocol review*
        - » *company Handbook*
        - » *organizational chart*
        - » *work teams and job roles*
        - » *expected projects*
        - » *process and protocols for preparing for the CTE Technical Assessment*
        - » *process for documenting company data*
6. Assign students to workplace teams and job roles within the teams.
7. Complete Safety Training with a 100% pass rate.
8. Review the Business & Industry Scorecard with students to prepare for the onsite business review.
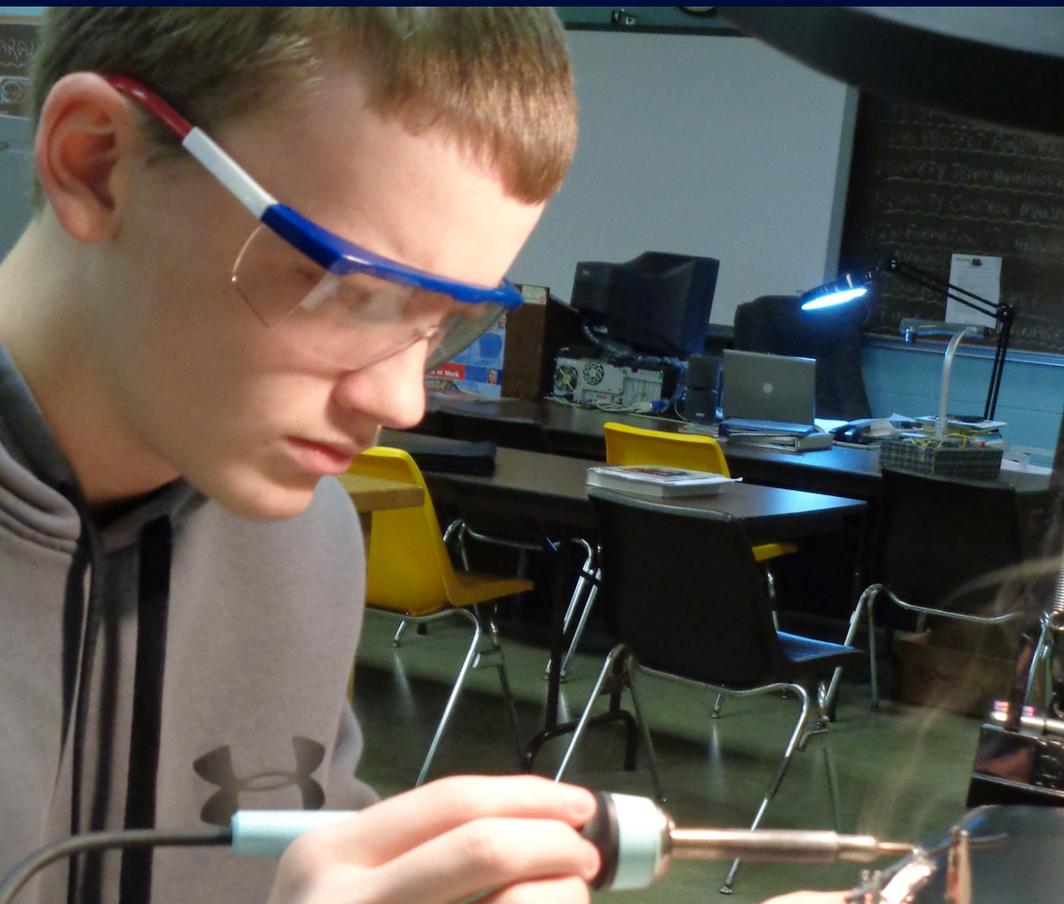
"Instructors provide the synergy for Simulated Workplace success!"

"It is crucial that instructors are enthusiastic, committed and understand the Simulated Workplace concept. The school year must begin with time spent on reviewing the Simulated Workplace concepts and procedures with students to make certain they understand the processes, expectations, as well as taking ownership of their learning. A complacent instructor = a failed Simulated Workplace company."

~ Kathy J. D'Antoni, Ed.D.

TOP 10 SKILLS REQUIRED FOR THE NEXT GENERATION WORK FORCE

Writing – the capability to produce well written documents and reports; which can be easily interpreted by all company stakeholders

Originality – the capability to be innovative; empowering creative thinking can change the world once more

Resiliency – the capability to adapt to changes effortlessly

Knowledgeable of group dynamics – the capability to cultivate solutions utilizing group member thoughts, regardless of personal feelings or opinions

Professionalism – the capability to use one's knowledge to conduct business in a genuine and honest manner

Leadership – the capability to lead by example; the go getters of the organization

Applied math and statistics – the capability to analyze and interpret results quickly and accurately

Collaboration – the capability to work within a team setting

Empowerment – the capability to be self-motivated to take action and make sound decisions that will ultimately make the entire organization successful

Safety – the capability to use one's ingenuity to analyze and generate solutions to safety hazards swiftly and accurately

SIMULATED WORKPLACE

WHERE CLASSROOMS SHIFT TO WORKPLACE COMPANY SETTINGS

- Student Led Companies
- Application/Interview Structure
- Formal Attendance System
- Drug Free Work Zones
- 6S Environment
- Safe Work Areas
- Workplace Teams
- Project-Based Learning/Student Engagement
- Company Name & Handbook
- Company Meetings
- Onsite Business Reviews
- Accountability (data review, reporting, and technical assessment)

PROTOCOLS

The Simulated Workplace environment (WVBOE Policies 2510 & 2520.13) is governed by a set of protocols to assure consistency and quality in the local implementation of the concept. These protocols embrace the following requirements:

Simulated Workplace –
Where Classrooms Shift to Workplace Company Settings

Protocols:
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PROTOCOL I: STUDENT LED COMPANIES

When a classroom operates with student led instruction, students and instructors share the focus. Rather than students just listening to the instructor exclusively, students and instructors work together equally. This creates a "student-led culture".

"Student-led culture" refers to an educational philosophy or instructional technique that recognizes individual differences in learners. A "student-led culture" emphasizes each student's interests, capabilities, and learning styles, placing the instructor as a facilitator of learning for individuals rather than for the class as a whole.

Student-led projects and tasks are one of the main focuses of Simulated Workplace (i.e. when an outside person walks in to the workplace, a delegated representative as required by certain job descriptions should immediately welcome them and provide necessary safety equipment).

Students should also be provided with a meeting area to conduct student-led meetings and/or conferences pertaining to his/her projects and tasks.

Some workplaces will model, mirror, epitomize, emulate or embody training centers with the actual workplace off site (i.e. nursing could set up the classroom as a training center and the workplace would be the clinical site).

Typical Day

Simulated Day

PROTOCOL II: APPLICATION / INTERVIEW STRUCTURE

The first step in the hiring process is, of course, the job application. Students will need to apply to their chosen CTE program during the school's designated scheduling time.

Instructors accept applications from potential students. In order to narrow potential candidates down, instructors, counselors and administrators need to work collaboratively to arrange interview times and locations.

Notes:

»   *The application process is NOT intended to keep students out of their chosen CTE program. The intent is to get students who have an interest in the program and/or to require students to make informed decisions about their future goals.*

»   *Those students who transfer in after the school year has begun must go through the application and interview process prior to being enrolled into a field of study. After they have successfully completed this process, students are then eligible to participate in the Simulated Workplace environment and complete safety training.*

»   *Sample applications, interview questions and rubrics can be downloaded from the Simulated Workplace website. All templates can be modified to meet various program needs.*
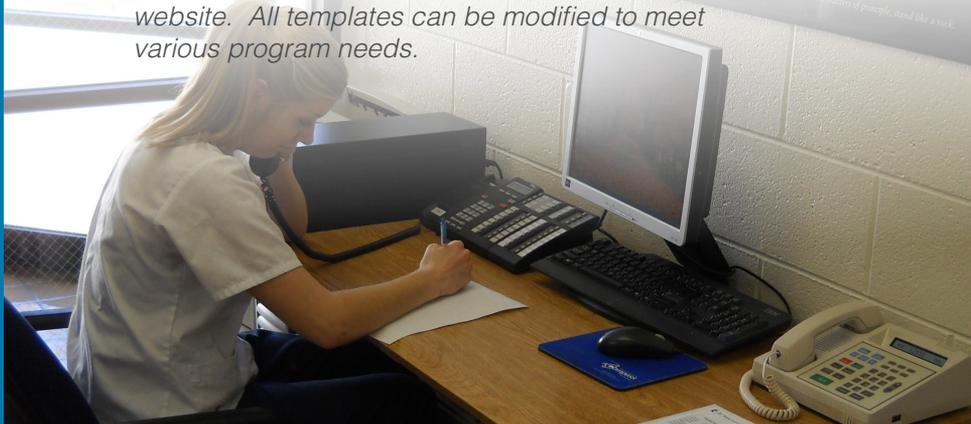
PROTOCOL III: FORMAL ATTENDANCE SYSTEM

Attendance is an important part of being a career ready employee. Through Simulated Workplace, attendance is tracked using a time clock or a formal recording system such as WVEIS or vendor specific database. The instructor (expert in the field), will decide if a time clock is appropriate to best model, mirror, epitomize, emulate or embody an authentic workplace. All attendance procedures should be followed in accordance with county attendance policies, as well as WVBOE Policy 4110.

PROTOCOL IV:
DRUG FREE WORK ZONES

Students enrolled in Simulated Workplace will be required to take part in drug testing. Each county will establish a drug testing policy and develop an agreement with an outside drug testing agency to test and/or validate student results. Students who test positive will be provided a second test to make certain the original test was valid. Upon a definite positive result, students will be provided assistance to deal with a potential drug abuse issue in accordance with local county policy.

Creating drug free work zones should not become a "gotcha" perception. Rather, it is intended to ensure the safety of all students enrolled within Simulated Workplace, in addition to assisting students in receiving proper support and guidance if a drug issue arises.

PROTOCOL V: 6S ENVIRONMENT

Developing a 6S Environment takes time and persistence. Every classroom in a school will and should look different depending on each individual business sector's definition of a 6S workplace environment. Therefore, it is up to the instructor to ensure his/her classroom best models, mirrors, epitomizes, emulates or embodies that of their profession. The overall culture in the classroom should allow both instructors and students to have shared obligations for creating and sustaining the 6S (sort, straighten, shine, standardize, and sustain). Instructors must insist on students developing a productive workplace setting, which allows the safety manager to inspect and enforce the 6S standards. This ensures students are managing and learning in an environment wherein:

- expectations are clear
- work areas are safe and clean (i.e. 6S)
- training and skill set development support his/her career progression
- team work, creativity and leadership are encouraged

A high quality 6S workplace ensures all students are safe, efficient and engaged.

PROTOCOL VI: SAFE WORK AREAS

All students enrolled in a Simulated Workplace site are required to receive safety training specific to their field of study. The safety training course may be chosen by the instructor. Instructors must ensure all students score 100% on the chosen safety test prior to allowing them access to laboratory and job site areas.

Why is Workplace Safety Important?

Workplace safety is about preventing injury and illness to *students*. Therefore, it's about protecting the Simulated Workplace's most valuable asset: students. By promoting student health and well-being, schools and counties reduce the amount of money paid out in accident insurance and workers' compensation benefits.

Safety Levels According to OSHA

The following safety levels can be used to assist in the identification of accidents.

Level 1 - Near miss, accident not requiring first aid.

Level 2 - First Aid required:
- using non-prescription medications at non-prescription strength
- administering tetanus immunizations
- cleaning, flushing, or soaking wounds on the skin surface
- using wound coverings, such as bandages, BandAids™, gauze pads, etc., or using SteriStrips™ or butterfly bandages
- using hot or cold therapy
- using any totally non-rigid means of support, such as elastic bandages, wraps, non-rigid back belts, etc.
- using temporary immobilization devices while transporting an accident victim (splints, slings, neck collars, or back boards)
- drilling a fingernail or toenail to relieve pressure, or draining fluids from blister
- using eye patches
- using simple irrigation or a cotton swab to remove foreign bodies not embedded in or adhered to the eye
- using irrigation, tweezers, cotton swab or other simple means to remove splinters or foreign material

Level 3 - Lost Time
- accidents that result in death
- loss of consciousness
- days away from work
- restricted work activity or job transfer
- medical treatment beyond first aid

PROTOCOL VII: WORKPLACE TEAMS

Organizational charts provide a framework for managing transformation and communicating current organizational structures. When implemented, they assist instructors and students in making focused decisions about specific areas and resources within the company, in addition to providing a framework for managing change and communicating information throughout the company.

Notes:

» *The number of positions and positions titles are determined by the instructor and students. Below are three recommended positions to ensure company success.*

» *Rotate students through the leadership positions so all students can experience leadership roles.*

Simulated Workplace Recommended Positions:
Safety Mangager

Purpose of the role

» *The Safety Manager position will provide leadership in the implementation of a safety plan; to research, implement and manage an onsite safety program to ensure OSHA compliance and the 5S philosophy.*

Main focus area

» *Effectively provide regular safety meeting updates and inspect company work areas for safety violations and/or improvements.*

Company Manger/Foreman

Purpose of the role

» *The Company Manager/Foreman shall work under the instructor in a supervisory capacity. This position is responsible for all aspects of planning, developing, and evaluating all business processes.*

Main focus area

» *Delegation of work assignments, overseeing job performance and ensure all company clients are provided with quality products and/or services.*

Transition Specialist

Purpose of the role

» *The Transition Specialist position will research current job opportunities, which include interviewing advisory members, local businesses, internet searches, etc. They will work collaboratively within the Simulated Workplace Company to efficiently and effectively communicate future job/schooling opportunities for company employees. Other activities for this position will be determined by the company leadership.*

Main focus area

» *Effectively provide regular workforce updates and research related to workforce transition.*

PROTOCOL VIII

PROTOCOL VIII: PROJECT-BASED LEARNING / STUDENT ENGAGEMENT

Project-based learning/student engagement becomes an instructional method, which intrigues a student's inquiring mind, while inviting him/her to collaborate with others to solve real world problems and discover unique ideas. Instructors become facilitators by providing guidance and resources to students. Therefore, students drive the discussions while applying project management techniques, team building skills, and problem solving processes, which in turn contribute to the company's overall productivity and success.

PROTOCOL IX: COMPANY NAME & HANDBOOK

Company Name

Each Simulated Workplace company will establish a company name. The company name may change from year to year based on current employees' feedback and discussions. The company name shall be displayed on the door/window of the company or within the company's workplace.

Company Handbook

Each Simulated Workplace company will develop and review annually a company policy and procedures manual/handbook. An online template has been created to assist companies with the development of a detailed manual. The template has been created in Word format and may be downloaded and edited. Please keep in mind that each company policy manual will not look the same and may be re-worded and/or re-organized to best meet specific coursework and company expectations. Additional policies and procedures may be added to the company's manual as necessary. (Reminder: No company policy will supersede a county or state policy).

Note:

» *If a company has developed the Company Handbook in a prior year, time should be given during the first weeks of school for new students to review and discuss needed changes to accommodate the current class composition and structure.*

PROTOCOL X: COMPANY MEETINGS

Company meetings are essential to ensure employees are focused on the same weekly, monthly and yearly goals. Company meetings are student-led to address upcoming events, projects, safety and any other topic deemed necessary by the company leaders and/or instructors. Company meetings can be held daily or weekly, depending upon the workplace environment and/or company schedule.

Student-Led Meeting Examples

1. Company manager meets with his/her team members to discuss the daily or weekly agenda (instructor's lesson plan).
2. Safety director meets with his/her entire class once a week to discuss a safety topic or issue of concern that may have happened.
3. Information manager meets with the entire class bi-monthly to discuss portfolio topics or to assist students with portfolio evidence collection.
4. Company leaders meet with the building administrator to discuss pertinent issues or provide data.

PROTOCOL XI: B&I REVIEWS

B&I Reviews are used by all Simulated Workplace stakeholders to ensure companies are maintaining high quality standards as well as a method to ensure technical assistant needs are being met.

B&I Review Requirements:

- CTE Director/Administrator - 1 per company per year

- CTE Instructors - 2 per company per year

- CTE Student Leaders - 2 per company per year

- Advisory/Craft Committee - 1 per company per year

- WVDE Internal Reviewer - 1 per company every 3 years

PROTOCOL XII: ACCOUNTABILITY
(data review, reporting, & technical assessments)

Data Reporting

Simulated Workplace Accountability consists of various data collection systems and processes.

1. **WVEIS DATA COLLECTION**: Private student data will be collected via WVEIS and input at the local level.

2. **CTE PERFORMANCE ASSESSMENT**: A Career and Technical assessment is required by the U.S. Department of Education. West Virginia has developed a two part CTE assessment:

    a. *PORTFOLIO*: a collection of personal documents, showcasing an individual's learning experiences, goals and achievements. Student portfolios are created and controlled by the student, facilitated by the instructor and evaluated by outside entities.

    b. *TECHNICAL PERFORMANCE*: a culminating, multifaceted assessment for demonstrating learning from all courses in a program of study. The technical performance project/internship is created and controlled by the student, facilitated by the instructor and evaluated by outside entities.

FREQUENTLY ASKED QUESTIONS

How does Simulated Workplace fit into all the various CTE programs?

Simulated Workplace is not a curriculum, but a learning environment shift. Students now walk into a workplace/job site rather than a traditional classroom. Instructors and administrators must take ownership of the initiative and create workplace replicated environments based on their expertise within the fields as well as past experiences in industry. The only requirements for a successful Simulated Workplace company are creativity and implementation of the twelve established protocols. Simulated Workplace is student ownership via instructor facilitation.

How much does it cost to implement Simulated Workplace?

There is no direct cost to implement Simulated Workplace; however, if a program incorporates uniforms and/or drug testing, the WVDE can assist with cost through grants to the local school districts.

Does every program have to use a time clock to track attendance?

No, not all real world careers require employees to clock in and out. As the instructor (expert in the field), you will decide if a time clock is appropriate. However, if you choose not to use a time clock, you must establish a formal attendance recording process such as WVEIS or vendor specific database.

What is the purpose of drug testing?

WV Career Technical Education is committed to providing students with a safe learning environment. Research shows that students who make it through their teenage years without using drugs are much less likely to start using as they grow older.

Drug testing is not to be used by instructors or administrators to identify and punish students who have made wrong decisions regarding drug use. Rather, drug testing is in place to ensure all CTE students are working in a safe learning environment and offer assistance to those testing positive.

When a school adopts a drug testing policy, the county administration and faculty desires to ensure the following:
- provide for the health and safety of all students
- undermine the effects of peer pressure by providing a legitimate reason for students to refuse illegal drugs
- deter students from using drugs
- prevent injury or harm to students that may arise as a result of drug use
- encourage students who use drugs to participate in treatment programs

Who is responsible for drug testing students?

Local county systems are responsible for developing a drug testing policy conducive to the needs of their programs and students. These policies include how the testing is to be performed, as well as procedures to be utilized should a student test positive (counseling services, follow-up testing, etc.). Each county may choose any approved drug testing facility to analyze the specimens. Reimbursements for drug testing in courses three and four are compensated based on grant applications at the beginning of each school year.

What do instructors do with a student who has a positive drug test?

Administrators and instructors must follow their county adopted drug testing policy to ensure each student receives equal treatment.

What is the purpose of the interview and application process?

The interview and application process has been established to help students make informed decisions about their future career goals. When a student is asked to fill out an application and apply for a position, it takes personal commitment and thought to go through the process, rather than just being dumped into a program.

How do we interview incoming eighth graders or students at their home school?

This is a logistical meeting that must be coordinated between instructors, administrators and counselors. However, the first and second courses in each program are not required to be a Simulated Workplace. This means you as an instructor can use these courses to interview students before they enter courses three and four.

Can instructors deny students from being hired into their Simulated Workplace Company?

No student can be denied entry into a publicly funded CTE program, unless the program is over capacity. (i.e., a class has a 20:1 student to instructor ratio established* and twenty-five students apply. In this case, the interview and application rubrics would be used to determine the top scores for entry and the other five students would be placed into another CTE program) *Refer to WVBOE Policy 6200.*

How can students be fired from a Simulated Workplace company?

Students enrolled in a publicly funded CTE program cannot be removed or "fired" from a classroom or "company" unless just cause can be established in accordance with WVBOE Policy 4373. Student removal is a building or county level decision based on the best interest of the student, as well as other students enrolled in the program.

How do instructors create a company handbook?

A template can be found on the Simulated Workplace website under the Resources tab. The procedures manual should be created by students as a group writing activity facilitated by the instructor. As a facilitator, the instructor guides students through the process of creating the manual and ensures proper team collaboration as they openly discuss each manual component. The manual should be updated yearly by students.

What type of safety training must be completed by students?

Current safety training utilized by various programs are considered appropriate (i.e. OSHA). If your curriculum does not currently require safety training, there are several free online resources for use or you may incorporate one of the free online safety resources provided by WVDE. Instructors are the experts in their fields of study and should be able to incorporate appropriate safety training to meet the needs of their program. Additionally, students will pass a safety test for each piece of equipment they are expected to operate with 100%. Safety Managers should be expected to lead and document safety briefings for their colleagues.

How are job titles established? Do we have to use specific ones?

Job titles and duties are established by the instructor and students. Job titles and duties should be established to replicate those in accordance with the real world workplace as they align with individual program needs.

What are data reports?

These are reports that are submitted to the WVDE, including portfolios, drug testing, CTSO participation, industry credentials, accident free days and the like. Some information can be collected and reported by students, while confidential information, like drug testing, will be collected and reported by instructors.

How do instructors partner with industry and community to create new ideas for simulation?

Simulated Workplace is an environmental and cultural change, not a curriculum change. Instructors should continue to brainstorm new ideas for projects and workplace alignment within their established Advisory/Craft Committee meetings.

In what course does Simulated Workplace protocol have to be implemented?

Simulated Workplace protocols are required in courses three and four of a program of study. However, instructors are encouraged to begin implementing some protocols in courses one and two.

ONLINE RESOURCES

http://www.simulatedworkplace.com