



Rural Youth Catalyst

TOOL 1.3

Setting Goals to Guide Your New Employer Engagement

This worksheet helps you analyze the information you have gathered about your partnership so that you can set goals to strengthen it. The background and baseline activities sections summarize what you already know about your partnerships, as collected through Tools 1.1-1.2. Now you are ready to start thinking about how you can build a mutually beneficial partnership. This tool focuses on key program activities and allows you to set additional goals. The subsequent sections will help you build your desired relationships.

Background

1. My partners are generally:
 - Entrepreneurial (less than 5 employees)
 - Very small (less than 20 employees)
 - Small (more than 20 but less than 50 employees)
 - Medium (50–499 employees)
 - Large (500 or more employees)

This information is critical because large companies often have dedicated staff for community relations, internal training, internships, and recruitment. If you are targeting larger companies, you will have to focus more time on finding people with specific titles using those keywords. Also, larger employers tend to hire more frequently in bunches and have very specific needs for specialized workers. Most of the training programs in the United States focus on larger employers' needs. Small employers, on the other hand, often have few or no staff people who are dedicated to specific tasks as referenced above. As a result, smaller employers typically have less flexible schedules for commitment, require generalists who are cross-trained in numerous activities, and typically hire only one worker at a time.

Setting Goals to Guide Your New Employer Engagement, continued

Background, continued

Many of these employers will also not have formal internship or internal training programs. The resulting involvement will therefore be quite different, because their needs are very different from those of larger firms.

- > Located within _____ miles of the program
This information is important for several reasons. First, reviewing this information will help you determine how far your influence reaches from your program location. Is this similar to your organization's reach for prospective students? Second, the information can help determine how you should engage with employers. Generally, the further the employers are from your program location or campus, the more important it is that you go to them rather than vice versa. When the reach is particularly broad, using technology for virtual meetings is also important. Finally, if your students come from farther away than your business partners, expand your reach. If the businesses are farther away than your students, be sure to determine whether students can travel the distance to take advantage of internship and employment opportunities.

- > Members of an industry association:

Yes

No

This information will help you determine how the employer defines itself. For example, if company X makes solar panels and is a member of the Solar Energy Industries Association, it likely thinks of itself as a solar company. This should impact your engagement and marketing, especially if you have a solar program. If, however, company X is not a member of SEIA but is a member of the National Association of Manufacturers, its representatives are less likely to be interested in a program marketed for solar than one marketed for manufacturing. The takeaway here is to use language that is appropriate to how the company defines itself rather than how you define it.

Setting Goals to Guide Your New Employer Engagement, continued

Background, continued

2. My employer contacts began as:

- Personal friends
 - Former colleagues
 - Graduates of the program or school
 - Board members of my organization
 - Board members of one of my partners
 - Other _____
-

This information tells you two important things: a) what types of relationships have been successful for building partnerships; and b) potentially untapped sources of partners. For each of these categories that are underrepresented, ask why. If you have tried and it has not worked, find out why it has not worked. If you have not tried those types of contacts, broaden your search. At the same time, for your more successful sources, ask your colleagues to develop lists to make sure that you've fully tapped the potential.

3. My partners are primarily involved in the following key roles:

- Hiring/interviewing graduates
- Internships/mentors
- Curriculum development
- Teaching/instruction
- Community outreach
- In classroom presentations
- Other volunteers
- Donating resources
- Other _____

Setting Goals to Guide Your New Employer Engagement, continued

Background, continued

4 We have deficiencies in the following key roles

- Hiring/interviewing graduates
 - Internships/mentors
 - Curriculum development
 - Teaching/instruction
 - Presentations in the classroom
 - Factory/business tours
 - Community outreach
 - Other volunteers
 - Donating resources
 - Other _____
-
-

The following questions help you to more precisely define what you are looking for. The questions give you goals for partner development, make sure that your goals are adequate and appropriate, and help to develop “the ask” so that you can tell partners what is expected of them.

Hiring and Placement

1. How many more partners does our program need in order to hire and place our graduates?

2. We need this many partners because:

Setting Goals to Guide Your New Employer Engagement, continued

Hiring and Placement, continued

3. We would like them to contribute through the following actions:

- > _____
- > _____
- > _____
- > _____

Internship

1. How many more partners does our program need in order to have more internships?

2. We need this many partners because:

3. We would like them to contribute through the following actions:

- > _____
- > _____
- > _____
- > _____

Mentorship

1. How many more mentorship-focused partners does our program need? _____

2. We need this many partners because:

Setting Goals to Guide Your New Employer Engagement, continued

Mentorship, continued

3. We would like them to contribute through the following actions:

Curriculum Development

1. How many more partners for curriculum development does our program need? _____

2. We need **this many partners** because:

3. We would like them to contribute through the following actions:

> _____

> _____

> _____

> _____

Other Activities

1. List the other activities for which you would like employer support:

> _____

> _____

> _____

> _____

Setting Goals to Guide Your New Employer Engagement, continued

Other Activities, continued

2. How many partners does our program need to add for other activities? _____

3. We need this many partners because:

4. We would like them to contribute through the following actions:

> _____

> _____

> _____

> _____