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# BTE Champion Guide

This toolkit has been designed for the Bridge to Employment (BTE) Employee Leadership Team. It includes instructions, resources, and sample materials that BTE Volunteer and Content Champions can utilize when spearheading volunteer initiatives.

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## Welcome

**Dear BTE Leadership Team,**

Welcome to the Bridge to Employment (BTE) family! In choosing to be part of the BTE program, you have committed to helping youth build solid futures. Your guidance and support will provide them with opportunities for enhanced academic instruction and experiential career learning. These opportunities will aid participants in overcoming academic barriers and act as a catalyst toward greater numbers enrolling in higher education and pursuing careers in the health and science sector just like you!

Through your leadership and commitment, you exemplify Our Credo: *“We are responsible to the communities in which we live and work and to the world community as well...We must encourage civic improvements and better health and education.”*

This toolkit is designed to help the BTE champions prepare, plan, and successfully launch the local BTE program recruit and orient volunteers, clearly articulate their responsibilities, and continually engage your colleagues. In addition, there are numerous tools and tips for BTE volunteers, including how to interact with BTE participants, activities to engage them, and instructions on preparation and planning for participant-based sessions.

I encourage you to work closely with your colleagues on the local leadership team and your partner organizations throughout the program planning and implementation phases. All of the partners need to play important roles in your BTE program.




I wish you all the best and thank you for your active engagement.

**Michael Bzdak**

**Executive Director, Global Community Impact**

**Johnson & Johnson**

## BTE Partnership Roles

| Partner  | Strategic Planning  | Implementation   | Graduation  |
|--|---|--|---|
| <br><b>Corporate</b>  | <ul style="list-style-type: none"> <li>Recruit and select BTE locations</li> <li>Support BTE Executive Sponsor and champions, as needed</li> <li>Approve strategic planning grant application</li> <li>Provide strategic planning funding (\$11,500 USD)</li> <li>Attend program launch, if possible, to welcome participants, family members, and community leaders to the BTE family</li> </ul>   | <ul style="list-style-type: none"> <li>Support BTE Executive Sponsor and champions, as needed</li> <li>Host annual Alliance Building &amp; Training Session (ABTS) with FHI 360</li> <li>Approve implementation grant application</li> <li>Provide implementation funding on an annual basis (\$90,000 USD total)</li> <li>Promote BTE globally</li> </ul>   | <ul style="list-style-type: none"> <li>Attend graduation / culminating event, if possible, to congratulate BTE participants and site leaders</li> <li>Promote BTE globally</li> </ul>   |
| <br><b>Local Operating Company</b>  | <ul style="list-style-type: none"> <li>Decide to launch a local BTE program and submit a letter of commitment (Executive Sponsor)</li> <li>Select a BTE Volunteer Champion and a BTE Content Champion – the local operating company employees spearheading the BTE initiative.</li> <li>Participate in strategic planning</li> <li>Identify J&amp;J activities</li> <li>Select additional team leads, as needed</li> <li>Recruit J&amp;J employees for planned activities, as needed</li> </ul> | <ul style="list-style-type: none"> <li>Chair (Executive Sponsor) the advisory committee</li> <li>Serve on Management Team (BTE Volunteer Champion and BTE Content Champion)</li> <li>Run select activities (e.g., company tours or coaching)</li> <li>Provide/participate in four hours of activities for participants a month.</li> <li>Complete annual, online employee surveys on BTE experience</li> <li>Attend annual ABTS</li> </ul> | <ul style="list-style-type: none"> <li>Join with site coordinating entity to celebrate participants' achievements</li> <li>Plan for future relationships with participants, schools, and site coordinating entity or end the program in a positive way</li> <li>Complete annual employee surveys on BTE experience</li> </ul> |
| <br><b>Global Program Management, Technical Assistance, and Cross-Site Evaluation</b> | <ul style="list-style-type: none"> <li>Facilitate Strategic Planning Workshop</li> <li>Support the site coordinating entity in development of the formal grant application</li> <li>Conduct initial volunteer trainings</li> <li>Collect start-up materials and ensure quality</li> </ul>   | <ul style="list-style-type: none"> <li>Conduct annual site visits and quarterly check-in conversations</li> <li>Provide as-needed technical assistance</li> <li>Ensure quality of program is high</li> <li>Circulate best practices and make resources available</li> <li>Host annual ABTS</li> <li>Promote and market BTE globally</li> </ul>   | <ul style="list-style-type: none"> <li>Receive final reports</li> <li>Collect and share lessons learned</li> <li>Update online resources and profiles</li> </ul>  |

| Partner                         | Strategic Planning   | Implementation   | Graduation   |
|---------------------------------|--|--|--|
| <b>Site Coordinating Entity</b> | <ul style="list-style-type: none"> <li>Chair the Strategic Planning Committee</li> <li>Lead planning phase to set mutual priorities for participants and agree on target population, workplan and calendar of activities</li> <li>Finalize program model</li> <li>Develop a calendar of activities</li> <li>Submit BTE grant application</li> <li>Organize program kick-off event</li> <li>Spearhead participant recruitment efforts</li> <li>Oversee BTE participant application and selection process</li> </ul> | <ul style="list-style-type: none"> <li>Participate in the Advisory Committee</li> <li>Chair the Management Team; send invitations and prepare agendas and minutes</li> <li>Submit quarterly reports to FHI 360</li> <li>Manage grant funds</li> <li>Participate in FHI 360 conference calls</li> <li>Develop an annual calendar of activities</li> <li>Provide eight hours of activities a month (including four hours of activities led by J&amp;J employee)</li> <li>Manage day-to-day operations, including scheduling and making logistical arrangements for all BTE program activities (e.g., agendas, permission forms, participant transportation, food, and materials)</li> <li>Distribute participant surveys to BTE participants and arrange focus groups</li> <li>Support data collection and evaluation</li> <li>Attend ABTS /chaperone Student Ambassadors</li> </ul> | <ul style="list-style-type: none"> <li>Organize graduation ceremony to celebrate participants' achievements</li> <li>Write end-of-grant report</li> <li>Plan for future relationships with participants and schools or end in a positive fashion</li> <li>Give feedback on experiences to FHI 360</li> </ul> |
| <b>Secondary School</b>         | <ul style="list-style-type: none"> <li>Participate in strategic planning</li> <li>Serve on Strategic Planning Committee</li> </ul>   | <ul style="list-style-type: none"> <li>Provide release time for participants to participate in BTE activities</li> <li>Provide academic data for BTE and comparison group cohorts to evaluation team</li> <li>Distribute surveys to comparison group students</li> <li>Link BTE to other programs</li> <li>Serve on BTE Advisory Committee</li> <li>Serve on Management Team</li> <li>Attend ABTS / chaperone Student Ambassadors (if funding permits)</li> </ul>  | <ul style="list-style-type: none"> <li>Celebrate participants' achievements</li> <li>Send final data to Site Evaluator</li> <li>Give feedback on experiences to FHI 360</li> </ul>   |

| Partner                                   | Strategic Planning   | Implementation   | Graduation  |
|---|--|--|---|
| <b>Institution(s) of Higher Education</b> | <ul style="list-style-type: none"> <li>Participate in strategic planning</li> <li>Serve on Strategic Planning Committee</li> <li>Identify activities to support higher education exposure and preparation</li> </ul> | <ul style="list-style-type: none"> <li>Offer program activities that expose and prepare participants for higher education</li> <li>Offer peer mentors (optional)</li> <li>Serve on Advisory Committee</li> <li>Serve on Management Team</li> </ul>                       | <ul style="list-style-type: none"> <li>Celebrate participants' achievements in final sessions or graduation ceremony</li> <li>Close out activities with participants in a positive manner</li> <li>Give feedback on experiences to FHI 360</li> </ul> |
| <b>BTE Participants</b>                   | <ul style="list-style-type: none"> <li>Submit BTE applications</li> </ul>  | <ul style="list-style-type: none"> <li>Take part in BTE activities enthusiastically and fully</li> <li>Complete annual participant surveys</li> <li>Participate in annual focus groups – voicing suggestions and constructive criticism of program activities</li> </ul> | <ul style="list-style-type: none"> <li>Utilize the skills learned through BTE in future personal and professional endeavors</li> <li>Maintain contact, where appropriate, with BTE partners</li> </ul>  |
| <b>Site Evaluator</b>                     | <ul style="list-style-type: none"> <li>Review program model and make any language changes required</li> <li>Customize participant surveys</li> <li>Complete evaluation agreement</li> </ul>                          | <ul style="list-style-type: none"> <li>Collect participant academic and survey data</li> <li>Collect J&amp;J employee data</li> <li>Report on findings annually</li> </ul>   | <ul style="list-style-type: none"> <li>Collect final information from schools, participants, and J&amp;J employees</li> <li>Release final evaluation report</li> </ul>  |

## About Bridge to Employment

For more than 25 years, the Johnson & Johnson (J&J) BTE program has engaged 14-to-18-year-old participants from disadvantaged communities across the globe to increase their awareness and understanding of health and STEM<sup>2</sup>D (Science, Technology, Engineering, Math, Manufacturing and Design) careers and educational opportunities beyond high school/secondary school. Since 1992, Johnson & Johnson has launched BTE programs in more than 85 communities in 19 countries across 6 continents.

Each BTE program is tailored to the particular needs of the community but shares common program elements and partners. Each BTE program is built around **four core strategies**:

1. **Academic Enrichment:** Activities that enhance participants' understanding of subjects and connect these subjects to the real world.
2. **Career Readiness & Exploration:** Activities that introduce participants to the world of work, prepare them for professional environments, and show them a variety of career options.
3. **Community Building & Engagement:** Activities that engage participants, build community, and encourage community service and youth leadership.
4. **Higher Education Awareness & Preparation:** Activities that prepare participants to explore, apply for, pay for, and thrive in higher education.

Each BTE Site is managed by a group of **local partners**. These are:

1. **Johnson & Johnson Local Operating Company:** You and your fellow employees.
2. **Site Coordinating Entity:** The organization that manages the overall BTE program, including the funds. In some places, this is a nonprofit organization; in others, a for-profit social entity or a college or university fills this role.
3. **Secondary School:** The school from which BTE will recruit participants. Secondary schools' involvement beyond providing participants varies from site to site.
4. **Institution(s) of Higher Education (IHE):** Local colleges, universities or other postsecondary education organizations that participate in different capacities depending on the site. Sometimes they provide dual enrollment courses, campus tours, or student volunteers to support the program. In some cases, the IHE acts as the site coordinating entity.

Together, the partners provide 35 - 50 participants in their **last three years of secondary school approximately eight hours of activities a month** (four hours of which should include J&J employees). Each program is customized to meet the needs of the local community but offers similar proven activities, such as the following:

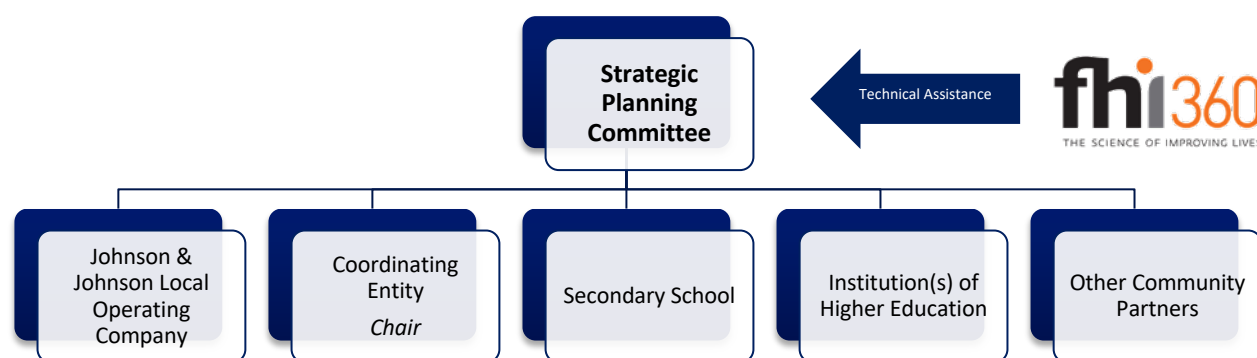
- Academic Tutoring
- Applied Learning Projects
- Camps & Out-of-School Programs
- Career Coaching
- College Preparation & Application Support
- College Tours
- Company Tours
- Curriculum Development
- Dual/Concurrent Enrollment in Higher Education
- Guest Lectures
- Internships
- Job Shadowing
- Science Laboratories
- Skills Workshops
- Work-Based Learning

## Life Cycle of a BTE Site

Each BTE site begins with a strategic planning phase, which can last six to eighteen months, and then proceeds through a three-year life cycle.

### Strategic Planning Phase

During the strategic planning phase, a Strategic Planning Committee, comprised of representatives from all program partner organizations—the J&J Local Operating Company, the site coordinating entity, a secondary school, and an IHE, collaboratively develops an overall plan for the three-year program. The Site Coordinator chairs the committee and is responsible for meeting logistics, notes, and completing all grant requirements. The leadership structure of the Strategic Planning Committee is as follows:



Depending on the timing of the local academic year, and the rate of progress made in planning, this phase can take anywhere from six to eighteen months; however, nine months is the average time needed for this phase.

The process begins with a two-day site visit by **FHI 360**. Prior to the visit, FHI 360 sends pre-work for each partner, which involves gathering key information. The first day is focused mainly on understanding the school context and needs. FHI 360 meets with the J&J local operating company (you), the site coordinating entity, and school staff at the secondary school. The second day is a **full strategic planning workshop in which all partners actively participate**. FHI 360 leads the local partners in the process of designing the program.

The plans produced during the strategic planning session will need refinement after the site visit. The site coordinating entity will lead and support the committee to complete the program design and finish five key documents. These key documents are:

1. **The Program Model** is a graphic depiction of how BTE will lead to short and long-term outcomes for participants.
2. **The Proposal Narrative** explains local need, outcomes, activities, and timelines in a narrative format.
3. **The Three-Year Workplan** outlines the program activities, implementation timeline, and partner roles and responsibilities.



**4. The Calendar of Activities** lays out key activities and events for Year 1.

**5. The Budget** provides a detailed breakdown of BTE funds and narrative explanation of costs.

With your review and approval, the site coordinating entity is responsible for submitting all final details about plans for your local BTE program. FHI 360 team will be available for assistance throughout the strategic planning process.

During this phase, a **Site Evaluator** who is paid separately by FHI 360, is assigned to the program. FHI 360 will facilitate an initial conference call with the Site Evaluator, the Site Coordinator, and the secondary school data contact to review the evaluation protocol and complete an evaluation agreement.

Once you are clear on what the program needs and what it will ask of J&J volunteers, the BTE Volunteer Champion should launch recruitment activities. Suggested recruitment strategies can be found on page 20 of this guide. It is important for the BTE champions to have a solid program plan and volunteers secured with an understanding of their roles before the official launch of the program.

### **Implementation**

The three implementation years of BTE programs follow local school calendars. The goal is eight hours of programming a month; what this programming looks like will be a function of the needs identified during strategic planning and the resources partners have to offer. On average, half of this time (four hours a month) should involve J&J employee volunteers, but that can differ from site to site. The monthly volunteer component can encompass a variety of activities, ranging from a J&J speaker one month to a company tour of a J&J facility the following month or a J&J volunteer joining a university visit. Some sites also engage J&J volunteers as career coaches to work in an ongoing or monthly basis with BTE participants.

During the implementation phase, the site coordinating entity identifies a Site Coordinator and handles program logistics, with the help of a **Management Team** made up of one or two representatives from each partner organization. The Management Team meets monthly to review past performance and plan for the next month. The Site Coordinator should provide an agenda for each Management Team meeting and take and disseminate minutes. To foster communication among essential partners, the Site Coordinator should share draft agendas with the BTE champions ahead of time, along with all supplemental materials to be distributed. At the launch of the program, the Site Evaluator will collect baseline data on BTE participants and a control group for use in tracking BTE participants' progress as the program unfolds.

### **Year One**

**Year One** begins with a **kick-off event**. This is usually a large catered event that involves the BTE participants, their parents, BTE volunteers, educators, J&J executives, and other community leaders. The goal of these events is to connect everyone who will be working together for the next three years, get parents on-board, and give the participants a sense of the journey they're starting.

Around the time of the kick-off event, **FHI 360** will deliver **Volunteer Training Session I: Working with BTE Youth** to each site. This is a three-hour training for all BTE volunteers that shares research-based strategies for connecting with youth. The BTE Volunteer Champion will be responsible for scheduling this with FHI 360, the Site Coordinator, and the BTE volunteers as well as reserving a room for the training and making other preparations. While the BTE champion(s) will be responsible for scheduling this event, the Site Coordinator attends and shares the calendar of activities. All program partners, especially the Site Coordinator who will be overseeing all student components, need to be cognizant of best practices for working with youth.

Year One begins with activities identified in the strategic planning phase, with the Management Team making needed adjustments along the way. In year one, the Management Team may need to meet more frequently than once a month, because there are typically unforeseen issues or questions popping up in the early days. The team can settle into its monthly rhythm once the communication system is set and the program is flowing well.

At the end of each year, the Site Evaluator will conduct focus groups with BTE participants and collect survey data. The school is responsible for giving the evaluator specified academic data on BTE participants and a control group. J&J volunteers will receive a link to an annual survey to complete at the end of each BTE school year. The Site Evaluator shares the results of the focus groups with the Management Team within two weeks of the focus groups. The Site Evaluator will synthesize all the information into a report due typically within sixty days after the school year ends.

### **Year Two**

**Year Two** deepens the program's benefits to participants. Prior to the second academic year, FHI 360 and the **Management Team** will review the evaluator's report and make any necessary changes to the plan for the year. Once activities begin, **FHI 360** will make a site visit to check on progress, meet with the Management Team, and deliver **Volunteer Training Session II: Building the Employability Skills of BTE Youth** to volunteers. This training refreshes BTE volunteers on some principles of working with youth and teaches them how to instill professional skills in participants. FHI 360 can also offer a volunteer training session to new volunteers beginning with year two. At this point, participants are in their penultimate year of secondary school, and should be thinking more about higher education options and the working world.

During Year Two, FHI 360 will also deliver **Sustainability Training** if the site is interested in exploring options for sustaining the program in any way. This training is geared toward the local partners and will offer ideas on how to continue the BTE program in some form once J&J funding ends. Sites should begin thinking about which portions of BTE they would like to continue and how they can continue implementing them within the community.

### **Year Three**

**Year Three** is the final year of the program. FHI 360 and the Management Team will receive data about the second year's successes and areas for improvement improve and use these data to alter plans accordingly. Participants will be in their final year of high school/secondary school, so activities will typically be focused on college, university or other higher education program entrance applications, testing, financial planning, and any other planning for their futures. Accordingly, FHI 360 can deliver **Volunteer Training III: Helping BTE Youth Plan for the Future** to volunteers. Year Three should close with a **graduation** event that celebrates participants' accomplishments.

**Alliance Building and Training Session (ABTS)**

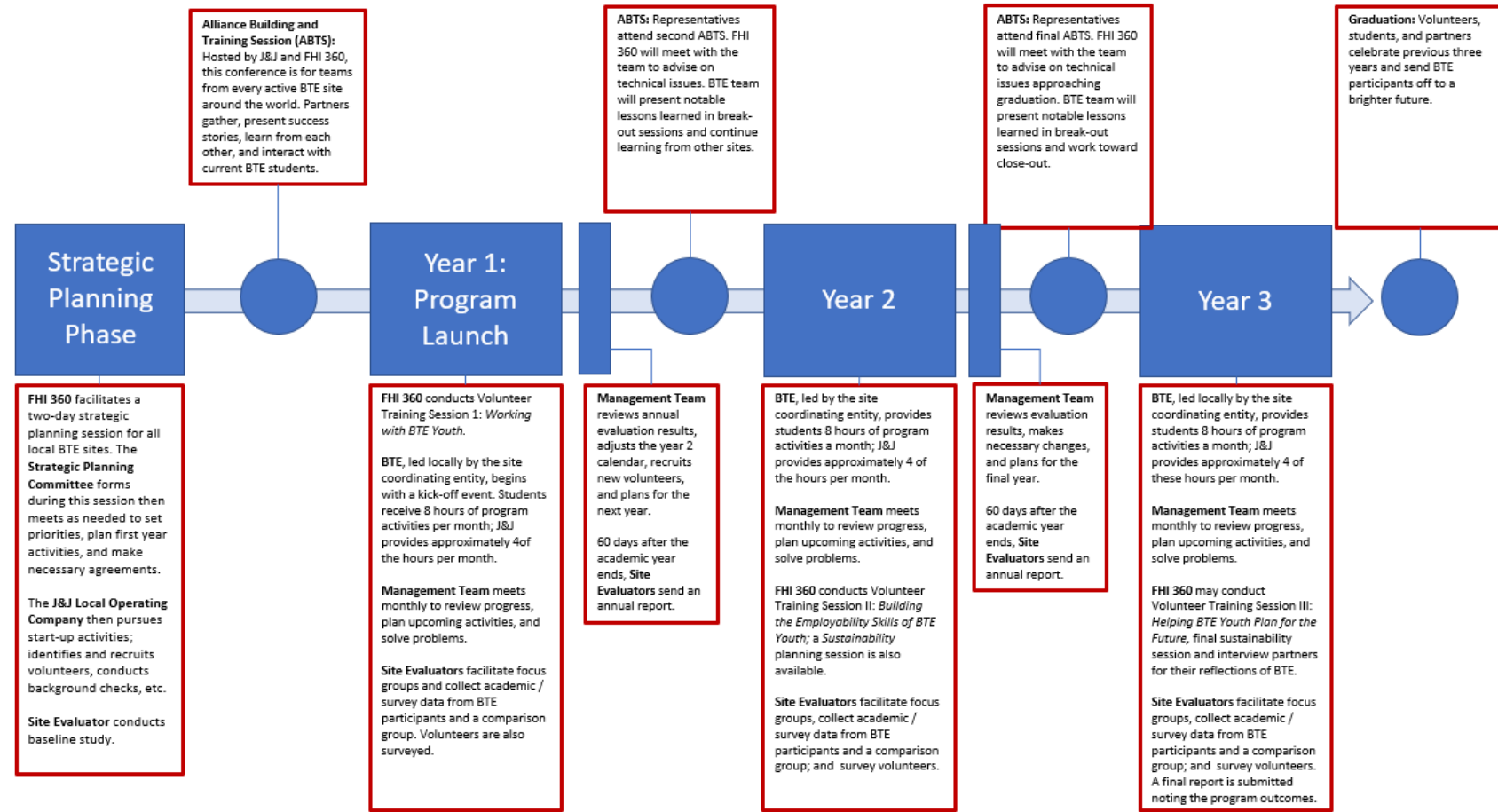
**ABTS** is an annual conference hosted by J&J Corporate and FHI 360 in rotating locales. ABTS is a two- or three-day conference. FHI 360 covers all expenses for three representatives from each site – usually a BTE champion, the Site Coordinator, and a school partner – to attend and meet with their counterparts from other sites from around the globe. Sites present lessons learned, exchange best practices, and build a network. Up to two Student Ambassadors from each of the BTE sites in their second or third years are selected to attend, complete a project or challenge, and participate in activities to provide participant perspectives on the global program. Each site participates in three or four ABTS conferences over their strategic planning and implementation cycle.

**Global Youth Leadership Council (YLC)**

In an effort to continue the networking experiences and student leadership components fostered by the ABTS, J&J and FHI 360 have developed a global Youth Leadership Council (YLC). The ten-member YLC gives youth a platform to voice their opinions and shape the future of the global BTE program. YLC members convene virtually on a monthly basis to share their experiences and make recommendations to advance participants' learning, engagement, and retention. YLC members:

- Work on social media campaigns that focus on youth issues.
- Create newsletters or other publications.
- Create youth activities.
- Contribute to the BTE website.
- Participate in public speaking engagements.

## Life Cycle of a BTE Site Visualized



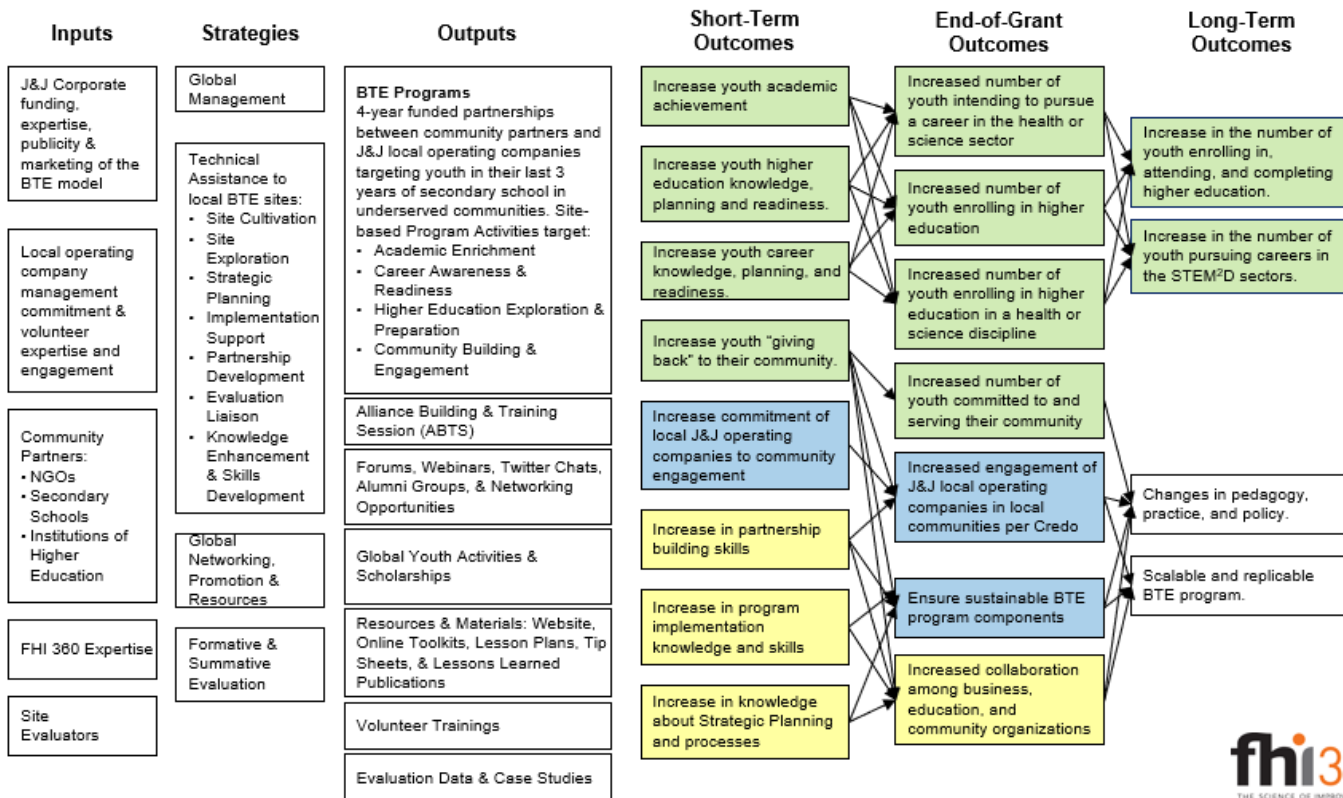
# Global BTE Program Model



## Global BTE Program Model

### Target Populations:

- Youth in their last three years of secondary school residing in under-resourced communities with a J&J local operating company presence
- J&J local operating companies and their employees
- The local community, educators, and partners participating in a BTE program



## Your Role in BTE: The Employee Leadership Team

While each BTE site is primarily managed by the Site Coordinator, a paid employee of the site coordinating entity, the J&J side of BTE is run by an **Employee Leadership Team** that comprises three positions.

The **Executive Sponsor** is a general manager or member of the local operating company leadership team who initially agreed to launch a BTE site and supports the program on the corporate side but is not actively involved in direct program administration. The Executive Sponsor chairs the Advisory Committee, a cohort of executives from each of the partner organizations, which meets annually to check on BTE progress. More details on this and the BTE leadership structure are on the next page.

The local operating company's internal leads for the BTE program are the two **BTE champions**. The champions assemble a team of employees, recruit volunteers, and ensure that all J&J-led activities are implemented effectively with adequate preparation. While the champions are responsible for the program running smoothly, they report progress to the **Executive Sponsor**.

The **BTE champions** serve on the **Strategic Planning Committee** during the strategic planning phase, which means the champions represent the local operating company's priorities for the program and make decisions on the company's behalf in terms of activities and what J&J's monthly involvement will look like. During program implementation, the BTE champions are responsible for working with the identified partners to get the program up and running, providing consistent internal communication, and putting plans in place to sustain the program once the corporate funding cycle ends. The champions may find the checklists provided on pages 21-22 helpful. They are associated with each program year and outline key roles and responsibilities.

Due to the range of activities that can be implemented as part of BTE programs, sites are strongly encouraged to identify two BTE champions, each of whom can lead specific aspects of the program. This will allow for a more manageable division of responsibilities and it will also provide structure and consistency to the overall program in the event a champion can no longer fully commit to the program or is transitioned to another J&J location. The following is a proposed division of responsibilities between the two BTE champions:

- **BTE Volunteer Champion** serves on the **Management Team** and assumes primary responsibility for recruiting, managing, communicating with, and ensuring training for J&J volunteers. This individual will manage all logistics associated with the local operating company volunteers. These responsibilities might include securing the appropriate number of volunteers for each activity, scheduling activities, assigning volunteer roles in events and activities, communicating about program activities, and providing volunteer training. The BTE website ([www.bridge2employment.org](http://www.bridge2employment.org)) has several tip sheets, sample recruitment materials, and communication tools available if needed.
- **BTE Content Champion** also serves on the **Management Team**, but this individual's primary role is to lead the content of participant activities that are spearheaded by the local operating company. Broad priorities for BTE are set by the Strategic Planning Committee, but the **BTE Content Champion** can decide the specific content for the monthly involvement of J&J volunteers. The BTE website ([www.bridge2employment.org](http://www.bridge2employment.org)) has many resources that can be adapted to meet program needs, or the Content Champion may work with the Site Coordinator and Volunteer Champion to build new resources that are a better fit for the specific program.

## BTE Leadership Structure

Participants from each of the local partners are organized into four primary groups that support BTE from various angles. Descriptions of each of these groups are provided below.

### ADVISORY COMMITTEE

**Purpose:** Provides overall guidance and strategic advice

**Chair:** Johnson & Johnson Executive Sponsor

**Supporting personnel:** Site Coordinator & BTE Champions

**Meeting Frequency:** Annually

- Includes executive-level representatives from each partner organization, key community leaders, and other interested parties.
- Acts as a key link with the broader community and key stakeholders.
- Provides strategic advice to the partnership of the local BTE program.
- Focuses on policy and overarching program issues – not daily operations.
- Reviews program performance and evaluation results to ensure desired outcomes are achieved.
- Guides sustainability efforts and advises on resource mobilization for post-corporate funding.

### During Strategic Planning Phase

#### STRATEGIC PLANNING COMMITTEE

**Purpose:** Plans, designs, & launches the BTE program

**Chair:** Site Coordinator

**Meeting Frequency:** As-needed during strategic planning phase--twice at a minimum, including the strategic planning workshop facilitated by FHI 360 and all follow-up meetings required to finalize the plan and calendar of activities

- Typically composed of one or two individuals from each partner organization and other community leaders

### During Implementation

#### MANAGEMENT TEAM

**Purpose:** Manages logistics and program implementation

**Chair:** Site Coordinator

**Meeting Frequency:** Meets at least monthly or more frequently in first year and monthly thereafter.

- Typically composed of one or two individuals from each partner organization
- Responsible for all aspects of BTE implementation

#### EMPLOYEE LEADERSHIP TEAM

**Purpose:** Organizes and manages J&J volunteers and commitments for the BTE program

**Chair:** BTE Volunteer and Content Champions

**Meeting Frequency:** As needed throughout implementation but recommended to have quarterly debriefs to review program successes, challenges, and future activities.

- Includes both the BTE Volunteer and Content Champions as well as the Executive Sponsor



## Employee Leadership Team Organization and Responsibilities

### Executive Sponsor...

- Expresses interest to Michael Bzdak, Executive Director, Global Community Impact for approval.
- Brings BTE to local operating company.
- Offers leadership and continued support.
- Chairs the Advisory Committee.
- Recruits BTE champions.
- Provides funding for activities held at the local operating company that are not covered by the program

### BTE Volunteer Champion...

- Dedicates 20 – 30 hours per program year.
- Serves as a main J&J point of contact with FHI 360.
- Serves on Strategic Planning Committee.
- Participates in BTE Management Team meetings.
- Promotes the BTE program within the local operating company.
- Works with the BTE Management Team to develop an annual calendar of activities.
- Works with the Site Coordinator and/or BTE Content Champion to determine the number of volunteers needed for each event.
- Creates a menu of services from which volunteers select.
- Recruits employees from the J&J local operating company to deliver program activities to participants.
- Collaborates with Site Coordinator on program logistics.
- Engages the employees throughout the three-year implementation.
- Ensures all information is communicated to the volunteers efficiently.
- Clarifies any guidance and program protocols for volunteers.
- Ensures all volunteers are provided training and receive guidance on interacting with participants.
- Maintains all volunteer records, including, name, skills, contact information, activities he/she is interested in facilitating, and hours engaged.
- Creates a PPT or visual to introduce participants and volunteers.
- Collaborates and communicates with Content Champion to ensure all activities are being managed in accordance with program guidelines.
- Distributes annual BTE volunteer survey (online).

### BTE Content Champion...

- Dedicates 20 – 30 hours per program year.
- Serves as a main J&J point of contact with FHI 360.
- Serves on Strategic Planning Committee.
- Participates in BTE Management Team meetings.
- Promotes the BTE program within the local operating company.
- Works with the BTE Management Team to develop an annual calendar of activities.
- Works with the Site Coordinator to determine the overall themes/general content to be delivered by BTE volunteers.
- Provides guidance and makes decisions on program activities.
- Selects specific content for monthly programming led by local operating company.
- Provides content and materials for volunteers to prepare for each activity.
- Collaborates with Volunteer Champion to recruit additional local operating company volunteers.
- Works with BTE volunteers to design participant activities. (Materials included on the website can be adapted for specific program needs)
- Consults with BTE Volunteer Champion to schedule volunteers for activities appropriate for their skills and experience.
- Keeps a record of subjects covered and archives materials used.
- Collaborates and communicates with volunteer champion to ensure all activities are being managed per program guidelines.
- Attends the ABTS or determines that Volunteer Champion will do so.
- Communicates relevant program information and key decisions to Executive Sponsor and volunteers.



## What You Can Expect from the Site Coordinator

You've seen some reference in this guide to the **Site Coordinator**. This person is going to be a primary contact for the BTE Volunteer and Content Champions. Site coordinators are employees of **site coordinating entities** and they are paid to manage BTE and take on appropriately heavy loads. Site coordinators:

- Chair the Strategic Planning Committee and Management Team.
- Oversee recruitment of participants for BTE.
- Have ultimate responsibility for finalizing the BTE calendar, proposal narrative, budget, and overall grant activities.
- Ensure that activities have appropriate staff or volunteers (beyond BTE volunteers). These additional volunteers might include higher education participants, nonprofit employees, or others in the community who help with specific activities. If people beyond J&J staff are needed, the Site Coordinator is responsible for identifying individuals to fill those needs.
- Manage relationships with the **secondary school** and **IHE**.
- Ensure all legal obligations are met, including background checks for volunteers, appropriate parent signatures, photo consent forms, and permission forms for particular activities.
- Obtain venues for events and activities (other than J&J facilities).
- Arrange transportation to ensure participants can attend all scheduled BTE activities.
- Work with BTE volunteers and community partners to deliver participant activities, assisting with content development, if needed.
- Manage and report on expenditures of grant funds.
- Submit timely quarterly reports and an end-of-grant report to **FHI 360**.
- Serve as the primary liaison among all program partners.
- Solve problems as they arise and address them with FHI 360, if necessary.

In simple terms, the Site Coordinator runs the BTE program, while the BTE champions manage J&J's participation. The consistent collaboration, communication, and partnership among these individuals are critical factors related to a BTE site's overall success. The site coordinators have a toolkit that outlines their responsibilities; it can be shared with BTE champions.

## BTE Volunteers

**BTE volunteers** are J&J employees who work with BTE in any capacity. Depending on the program model and activities the BTE champions and the Strategic Planning Committee create, **BTE volunteers** perform a variety of roles. A **BTE volunteer** may work with BTE participants only once (to give a career talk or lead a company or factory tour) or may engage with BTE participants on an ongoing basis (providing academic tutoring or career coaching). The type of work a volunteer takes on depends on the nature of activities planned as well as the number of volunteers who are prepared for specific tasks. Whenever possible, volunteers should have interest and good background knowledge or experience in the kind of work they will be doing with participants.

All volunteers need to be trained in how to work with participants. FHI 360 conducts initial volunteer training with all sites. However, BTE champions should always be on the lookout for new recruits. It may be necessary for the Volunteer Champion to conduct additional trainings during the three-year program. Materials for the training are available on the BTE website (<http://www.bridge2employment.org/>).

It is also important to note that some **IHEs** and **secondary schools** may have background check requirements that need to be completed by all volunteers working with minor participants. The **Volunteer Champion** should ensure all volunteers are in compliance with all legal requirements, which may vary from site to site.

Champions need to keep BTE volunteers engaged throughout the BTE life cycle. This is done best through efficient and consistent communication with volunteers. This responsibility belongs primarily to the **Volunteer Champion**. While there are many strategies the **Volunteer Champion** can use, one of the best practices is to plan ahead and communicate regularly with volunteers. Once a calendar of activities has been finalized for a program year, the **Volunteer Champion** can send Outlook calendar invitations for all planned BTE activities and events to all registered volunteers so they can plan accordingly to attend or provide support. If all times and locations are not yet determined, volunteers will still appreciate "save the date" notifications. The **Content Champion** may need to schedule some time a couple of weeks before the activity to convene volunteers to plan and prepare. All volunteer hours should be tracked and monitored, as this information is needed for evaluation purposes. BTE champions are asked to use the volunteer tracking log found on the BTE website ([www.bridge2employment.org](http://www.bridge2employment.org/)).

Experience has shown that **BTE champions** should schedule quarterly check-in conversations with all **volunteers**. These conversations will provide consistent opportunities to discuss program activities, revisit the mission, and review effective strategies used by volunteers. BTE champions can also schedule meetings with participants for regular and/or periodic check-in conversations. Some sites even opt for weekly or monthly “office hours” that enable participants to stop by the corporate location and meet with volunteers.

#### **BTE Volunteers...**

- Participate in BTE program activities. (Some volunteers may choose to give a one-hour career talk, while others may decide to work with participants up to four hours per month, providing career coaching, workshop facilitation or academic tutoring.)
- Participate in volunteer training.
- Engage with other J&J colleagues.
- Assist the BTE Volunteer Champion with logistics or other tasks whenever necessary.
- Support the BTE Content Champion with designing content, as needed.
- Prepare for activities prior to implementation.
- Arrive on time for all events.
- Maintain a positive and supportive mood when working with participants.

## Why Volunteer?

You may be wondering at this point just *how* you'll recruit your fellow employees to participate in BTE.

There are some materials in the pages that follow that lay out the recruitment process, but the key thing is you need is a compelling reason for people to offer time and effort. That reason is simple; BTE works.

In a recent survey of BTE alumni, **92 percent of respondents said that BTE influenced their education choices**, and **50 percent of alumni interviewed said that BTE had a direct influence on the subject matter they chose in IHEs**.

Participants reported that their exposure to BTE expanded their awareness of STEM fields and in some cases, motivated them to choose technical career paths. Notably, participants also reported they were motivated to serve their communities after participating.

One consistent theme in participants' responses—and in current research into educational success factors—is that relationships matter. BTE alumni say that their relationships with BTE volunteers expanded their worldviews, pushed them toward more fulfilling careers, and showed them what's possible beyond their life experiences to date. For J&J employees who want to make a difference with their time, BTE is a proven way to have a deep impact on the lives of young people.

## ALUMNI ACKNOWLEDGEMENTS

[BTE] opened my eyes to a bigger world outside of what I knew, just the small town and without having my parents, or any parent, or any cousins, or anyone, any relatives going to college. Yeah, it opened my eyes a lot to what I could do, and [where] I could go.

-BTE Alumni

The project made me realize that there was more than studying...I could help the community not only by being an excellent doctor or scientist but also by doing small things, small things that matter. I'm planning this summer to volunteer in a hospital.

-BTE Alumni

I recall asking one of the engineers what he did for his job. I was expecting a description of tasks, but instead he said [his] part in this company is helping to create a better life for patients living with diabetes. That really resonated with me, because it showed me that everybody who worked for the company really believed in the company's core values and what the company does.

-BTE Alumni

## Ideas for Recruiting Volunteers

The **BTE Volunteer Champion** should tap into networks across the local operating company to recruit volunteers with different positions and expertise. Too often, BTE programs disproportionately engage volunteers from a single area of the company. The participants will benefit more from interacting with J&J employees of different backgrounds and seeing a wide range of career options. Below are some ideas for getting outside of your immediate circle to recruit volunteers.

1. **Information Sessions:** Host public sessions to introduce BTE, answer questions about the program, and sign up potential volunteers. You should be able to have these on-site in most J&J facilities; just reserve a table in the cafeteria or a conference room, consider offering coffee or snacks, and show a BTE video. You can find BTE introductory materials to share on [www.bridge2employment.org](http://www.bridge2employment.org) or by reaching out to FHI 360 directly. The key to these recruitment activities is to schedule them at convenient times and locations. You might think about holding two or three information sessions at in various times and in different locations in your facility. Publicize them with the techniques laid out below.
2. **Flyers/Tabling:** Set up a table at well-trafficked areas and load it with flyers or posters about BTE, a sign-up sheet, and, if possible, a volunteer to field questions. You could do this near the entrances to facilities in the mornings and evenings when employees are coming and going, or in cafeterias around lunchtime.
3. **Email:** Write an email describing the local BTE program and pitch the importance of volunteering; include a link to [www.bridge2employment.org](http://www.bridge2employment.org), along with your contact information. Ask the Executive Sponsor, HR director, or another individual in a leadership position to send the email. Make sure the email provides potential volunteers with your name and contact information. You can sign up participants directly from the email or invite them to information sessions.
4. **Public Message Boards**—Most J&J facilities have bulletin boards or even electronic displays in social areas. Draw up a BTE flyer (based on examples available on [www.bridge2employment.org](http://www.bridge2employment.org)), post it on bulletin boards, or get it on electronic displays. The procedures for doing this vary from place to place, so be sure to get in touch with management first.
5. **Company Intranet:** Talk to your IT department to get BTE information included on the front page of the local intranet, if your local operating company uses this feature.
6. **Company News Announcements:** If your local operating company sends out regular emails with news for employees or something similar, seek out the sender and ask that language on BTE be included in the next blast.
7. **Word of Mouth:** Once you have a few people interested, be sure to ask them to invite their colleagues. To make this more successful, set a firm number of recommendations as a goal. Telling three to five other employees about BTE may be an action item for participants in early planning meetings or information sessions.

### Content is King

The key to good recruitment materials is good content. Share a calendar of activities so that volunteers know what they can sign up to do. Most people want to give back to their communities, so emphasize BTE's impact. (Information about BTE impact and the positive experiences other employees have had with the program can be found on [www.bridge2employment.org](http://www.bridge2employment.org)).

**And remember—in any recruitment material you create, include your contact information.**

## Volunteer Recruitment Checklist

Volunteer recruitment is the primary role of the **BTE Volunteer Champion**, although the BTE Content Champion should collaborate and provide technical support. Effective recruitment requires organizational and scheduling skills. You should think of volunteer engagement in three stages: **pre-recruitment**; **recruitment**; and **volunteer training**. You need to allow sufficient time to have an initial cohort of volunteers identified in advance of the volunteer training conducted by FHI 360 at the start of the program. (The annual volunteer training sessions are described in the *Life Cycle of a BTE site on pages 7-10 of this guide*). If you are recruiting substantial numbers of new volunteers each program year, consider delivering these sessions yourself (FHI 360 will provide you with digital training materials). There's nothing to stop you from recruiting year-round, but the BTE Volunteer Champion is responsible for ensuring all new volunteers receive the information and training *before* they work with participants. If the new volunteers cannot attend training sessions, the BTE Volunteer Champion must work with them individually to schedule an alternative orientation.

Below you will find handy checklists for the three phases of recruitment. As with all BTE programs, these steps are customizable to a degree, and it's up to the **BTE champions** to figure out how best to conduct these steps within their local operating companies.

### Pre-Recruitment

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- ☐ Begin your volunteer recruitment process three to four months before the BTE program kick-off with participants.
- ☐ Confer with the BTE Site Coordinator to establish a time line to support recruitment activities.
- ☐ Ask your Employee Leadership Team to help compile a list of initial volunteer contacts.
- ☐ Create a list of volunteer opportunities (e.g. guest speaker, workshop leader, or company tour guide). *This list will be part of your advertising materials and should be based on the calendar of activities.*
- ☐ For each opportunity, create a description and outline the roles and responsibilities of volunteers; identify the skills that volunteers should have, the total number of volunteers needed, the amount of time they must commit, the tasks they will perform, and whom to contact if they have questions. *See BTE Volunteer Menu of Options for sample template on page 35.* The site coordinator may be able to assist with this as well.
- ☐ Design a simple sign-up process. Use google docs or any other internal platforms. Visit the BTE website ([www.bridge2employment.org](http://www.bridge2employment.org)) for sample resources and sign up sheets.

### Recruitment

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- ☐ Advertise your request for volunteers among your fellow employees. Begin with the list compiled by your team. Be as specific as possible. Include a description of the program, a description of the role, and estimated time commitments. Advertising samples can be found on the BTE website ([www.bridge2employment.org](http://www.bridge2employment.org)). Methods can include:
  - ☐ Email blasts.
  - ☐ Meetings with select Employee Resource Groups.
  - ☐ Town hall meetings.
  - ☐ Table in cafeteria.
  - ☐ Company field days.
  - ☐ Booth at company summit.
  - ☐ Word of mouth.
  - ☐ Posters.
  - ☐ Newsletters.
  - ☐ Discussions at staff meetings.
- ☐ Respond to interested candidates within 24-48 hours

## **FHI 360 Volunteer Training**

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- Work with FHI 360 to schedule the date and time for the three-hour volunteer training session.
  - If there will be more than 20 attendees, schedule two sessions (on the same day if possible). If taking this option, make sure people know they should stay for an entire session rather than coming in and out of both.
- Reserve a space for the session. Ensure there is a projector in the room or another system for making presentations (if possible).
- Alert security officials of the dates that guests will be entering company facilities and develop a guest list to provide to them. Guest list will include FHI 360 staff as well as staff from the site coordinating entity. If higher education participants or other volunteers are working with BTE, they should also be invited and included on the list of expected guests.
- Print a packet of volunteer materials for each prospective volunteer attending the training session. Please be sure to include the following:
  - FHI 360 session handouts.
  - BTE Calendar of Activities.
  - List of activities for volunteers (created by the Site Coordinator).
  - Program framework
- Send out emails to all interested candidates stating the location, time, and purpose of the training session.
- Secure other materials typically needed—flip charts, markers, post-it notes; FHI 360 will request these items and any others needed.
- Invite your BTE Site Coordinator and Executive Sponsor from your local operating company to attend.
- If needed, order food for the event.

## Implementing Activities Checklist

When J&J volunteers work with participants, the **BTE champions** may be directly involved with the activities, but they always play an oversight role. Any time volunteers are conducting an activity, the BTE champions should run through the following checklist. Some of these items may be delegated to specific BTE volunteers, as appropriate.

### Activity Preparation Checklist:

- ☐ Contact BTE Site Coordinator to confirm:
  - Event details, including estimated number of participants attending.
  - Date and time of activity.
  - Number of volunteers required.
  - Materials needed.
  - Food required, if activity is being held at J&J facility.
  - On-site liaison (teacher or other individual, depending on location)
  - Schedule for arrival, check-in, and resource availability (e.g., internet and computers).
- ☐ Send out notification of activity and request for volunteers in an email blast that provides the date and location of the activity and the number of volunteers required, the skills they should have, and the amount of time needed to prepare and participate.
- ☐ Post a signup sheet/electronic RSVP.
- ☐ Track the number of volunteers that have signed up to ensure sufficient attendance.
- ☐ Follow up with volunteers regularly to confirm attendance.
- ☐ Distribute the “prep” work and all materials designed by BTE champions and or BTE Site Coordinator to participating BTE volunteers in advance of the activity.
- ☐ Distribute a contact list to all volunteers expected to attend.
- ☐ Identify a volunteer leader who will provide any necessary guidance or make final decisions on site, if the BTE champions are not attending. Make sure to share the leader’s contact information with the on-site liaison.
- ☐ Finalize details with on-site liaison and distribute information to all volunteers.
- ☐ Appoint someone to take photos of the event.
- ☐ Engage BTE volunteers to prepare and pack all materials at least three days before the activity.
- ☐ Confirm volunteers have reviewed activity materials and are comfortable with their roles.
- ☐ Identify volunteers who will meet you (or the designated leader) at the location at least 30 minutes early to set up for the activity.
- ☐ Send thank you notes to all volunteers and their supervisors throughout the year or at the end of each year. A sample letter can be found on the BTE website ([www.bridge2employment.org](http://www.bridge2employment.org)).



## Tips for Managing Volunteers

Managing volunteers is an important part of the job for the **BTE Volunteer Champion**, and, to a lesser extent, the **BTE Content Champion**. Here are some best practices for working effectively in this role.

- ◆ Be approachable – let volunteers know that you are a resource for them and open to any ideas they have for program activities.
- ◆ Be open to feedback from volunteers and participants. When volunteers and participants believe their voices are being heard, they are more likely to participate in BTE events and activities.
- ◆ Ask volunteers how, when, and where they need your support or guidance.
- ◆ Reach out to FHI 360 staff for any support needed.
- ◆ Be punctual in your replies to volunteer requests for information. Don't let them wait more than 48 hours for a response.
- ◆ Communicate with volunteers regularly and keep everyone updated.
- ◆ Make it easy for volunteers to sign up for and attend activities. Create online documents that are updated in real time, establish a single location where they can get updates and materials, identify the skills necessary to assist with specific activities. Send Outlook calendar invites for all BTE events and activities, so volunteers can plan accordingly. (If they don't know about an activity, they can't contribute or attend.)
- ◆ Keep records of volunteer participation, activities, and lessons learned. This information will help you plan for sustainability and make the process easier each year. These records will also be valuable if leadership transitions occur.
- ◆ Thank and recognize volunteers after each activity and highlight the work of stellar volunteers.
- ◆ Provide your contact information (email and office phone number) to all volunteers and encourage them to reach out to you with questions or requests for additional information.
- ◆ Direct volunteers to the BTE website ([www.bridge2employment.org](http://www.bridge2employment.org)) for additional materials and resources.
- ◆ Provide as much information about the local BTE program as possible and consider developing and distributing a list of frequently asked questions that anticipates common volunteer concerns.
- ◆ Attend as many activities as possible and appoint a leader when you cannot attend.
- ◆ Be punctual for all your meetings.
- ◆ Follow through on all promises to volunteers and participants. Don't make promises you cannot keep.
- ◆ Be prepared. Always review materials before activities and confirm all logistics and materials required for activities.
- ◆ Communicate consistently with the BTE Site Coordinator to ensure participants attend scheduled activities.
- ◆ Be a positive example for other volunteers to follow. They will model their actions after you, so be positive, non-judgmental, and honest.

## Role Profiles

FHI 360 recommends developing a "Role Profile" for everyone engaged with the BTE program, including the Executive Sponsor, BTE Volunteer Champion, BTE Content Champion, BTE volunteers, and BTE Site Coordinator. This professionalizes the roles and puts people on the same page regarding what is expected of them and what is not. The following pages provide examples for each champion role as well as a more generic BTE volunteer profile. These should be customized to your specific organization, the local context, and community's most critical needs. These may be useful for those who intend to incorporate their volunteer work into their goals and objectives through the J&J Workday portal or log their hours in VolunteerMatch ([jni.volunteermatch.org](http://jni.volunteermatch.org)).

## BTE Volunteer Champion Role Profile

|  |   |
|--|---|
| <b>Role Title:</b> BTE Volunteer Champion                    |   |
| <b>Group:</b><br>[Johnson & Johnson Local Operating Company] | <b>Partner:</b><br>[Site Coordinating Entity] |

### Role Purpose

This definition should be no more than three sentences long and clearly identify the main OUTPUTS or DELIVERABLES expected from this role—i.e., value added by this position. It should NOT detail any specific activities, or it contain any temporary outputs.

The BTE Volunteer Champion, along with the BTE Content Champion, oversees and spearheads the BTE program on behalf of the local operating company. Both champions are responsible for:

- Representing Johnson & Johnson on BTE the Strategic Planning Committee and the Management Team.
- Communicating about the BTE program with the Executive Sponsor.
- Communicating regularly with the Site Coordinator.
- Developing an individualized role profile form.
- Ensuring the local operating company is actively engaged in the BTE program and providing approximately four hours of programming to participants each month.
- Notifying the Executive Sponsor if additional funds are required to support the BTE program.
- Planning for sustainability of programming after the initial pilot (three implementation years) ends.

The BTE Volunteer Champion's essential role is to ensure BTE volunteers are recruited, trained, and provided with necessary support to deliver BTE programming each month. The Volunteer Champion:

- Recruits, informs, and organizes employees volunteering with the BTE program.
- Organizes FHI 360's volunteer training for all employees participating in the BTE program and provides training to new volunteers, as needed.

### Role Boundaries

This section identifies specific activities and outputs for which the volunteer champion is NOT responsible and thus helps to clarify the distinctions among BTE roles. As other sections of this profile are completed, refer back to this one to ensure nothing has been inadvertently added.

The BTE Volunteer Champion is not expected to:

- Manage day-to-day operations of BTE.
- Report on BTE outcomes.
- Create training materials or deliver unsupported trainings.
- Attend 100 percent of activities.
- Act as a subject matter expert.
- Commit to time with participants outside of BTE activities.

### Key Role Activities

This section details the main activities that fulfil the purpose statement for this role. It should not cover every single possible activity, but it should focus on the CRITICAL activities that produce the outputs as defined in the role purpose. Activity statements MUST include a verb and avoid vague terms (e.g. "be aware of") that cannot be measured.

- Participate in the Strategic Planning Committee during the strategic planning phase. This time commitment averages two or three meetings, including the workshop conducted by FHI 360.

- Attend annual Advisory Committee meetings and present on program accomplishments.
- Participate in monthly Management Team meetings throughout the program's three-year implementation cycle.
- Recruit BTE volunteers for planned activities and ensure they receive appropriate training (in conjunction with FHI 360).
- Schedule volunteers for activities and ensure they attend.
- Manage logistics of J&J BTE programming with the Site Coordinator.
- Keep the Executive Sponsor and/or the local operating company's leadership team informed of BTE program successes and accomplishments.
- Request resources needed for activities that are not covered by regular program funds.

### Value to BTE Volunteer Champion

The BTE Volunteer Champion will have unique opportunities to work with fellow employees, and groups of participants in addition to the satisfaction that comes from contributing wisdom and expertise to the development of a new generation of enterprising professionals. By serving as the BTE Volunteer Champion, you will have opportunities to develop and hone a wide range of skills, including:

- Leadership, especially the ability to inspire and motivate.
- Logistical planning.
- Problem solving.
- Project planning.
- Team building.
- Coaching/supervising.
- Conflict management.
- Communication.

### Key Compliance Requirements

Applicable to BTE role

- Comply with the volunteer code of conduct provided by your site coordinating entity.
- Complete criminal background check if required one of the local partners or the Site Coordinator.

### Essential Technical Knowledge, Skills, and Experience

This section of the profile lists the skills and knowledge required for success in this role. The BTE Volunteer Champion must have:

- Good organizational and time-management skills.
- Good relationships with fellow J&J employees.
- A desire and passion to pass on your skills and experience to inspire the next generation of young people.
- Maturity, emotional balance, and self-control sufficient to deal with participants.
- Willingness to learn new skills.
- Please read the Bridge to Employment volunteer resources for more information. For this and further information on Bridge to Employment, please go to [www.bridge2employment.org](http://www.bridge2employment.org)

**Qualifications**

Include any qualifications that are a minimum requirement for this role (not those that might be nice to have)

N/A

**Registration with Official Governing Bodies**

Include any registrations that are a minimum requirement for this role, including details of any continuing professional development required to support this

None set by program; local requirements for working with participants may vary.

**Other Special Requirements**

(e.g., second language required, including any minimum translator qualifications) the physical for heavy lifting)

None set by BTE; local communities or activities may carry special requirements.

**Job Location/s or Area**

To be defined in BTE calendar

**Training to be provided**

- Three hours of volunteer training conducted by FHI 360 during the first year and 90 minutes of additional training in the second and third years.

**Glossary****Abbreviation or term****Explanation**

FHI 360

Management company overseeing BTE globally on behalf of J&J Corporate.

**Role Profile Approval****Drafted by**

Name:

**Approved by  
(Line  
Manager)**

Name:

Sign:

Date:

**Approved by  
(Head of  
Department)**

Name:

Sign:

Date:

**Approved by  
Role Holder**

Name:

Sign:

Date:

## BTE Content Champion Role Profile

|  |   |
|--|---|
| <b>Role Title:</b> BTE Content Champion                      |   |
| <b>Group:</b><br>[Johnson & Johnson Local Operating Company] | <b>Partner:</b><br>[Site Coordinating Entity] |

### Role Purpose

This definition should be no more than three sentences long and clearly identify the main OUTPUTS or DELIVERABLES expected from this role—i.e., value added by this position. It should NOT detail any specific activities, or it contain any temporary outputs.

The BTE Content Champion, along with the BTE Volunteer Champion, oversees and spearheads the BTE program on behalf of the local operating company. Both Champions are responsible for:

- Representing Johnson & Johnson on BTE the Strategic Planning Committee and the Management Team.
- Communicating about the BTE program with the Executive Sponsor.
- Communicating regularly with the Site Coordinator.
- Developing an individualized role profile form.
- Ensuring the local operating company is actively engaged in the BTE program and providing approximately four hours of programming to participants each month.
- Notifying the Executive Sponsor if additional funds are required to support the BTE program.
- Planning for sustainability of programming after the initial pilot (three implementation years) ends.

The BTE Content Champion ensures that J&J activities meet the needs of the BTE program designed by the strategic planning committee. While the committee provides a broad plan, the BTE Content Champion matches individual lesson plans, activities, and speakers to broad program goals. Key deliverables include:

- Outline for each program year, detailing the specific content (aligned to program model) to be delivered during J&J-led activities.
- Lesson plans and/or materials for J&J-led activities.
- Preparation of volunteers to lead particular activities.

### Role Boundaries

This section identifies specific activities and outputs for which the volunteer champion is NOT responsible and thus helps to clarify the distinctions among BTE roles. As other sections of this profile are completed, refer back to this one to ensure nothing has been inadvertently added.

- Manage day-to-day operations of BTE.
- Report on BTE outcomes.
- Teach lessons independently.
- Attend 100 percent of BTE activities.
- Act as a subject matter expert.
- Work in an ongoing capacity with BTE participants.
- Commit time outside of BTE activities.

### Key Role Activities

This section details the main activities that fulfil the purpose statement for this role. It should not cover every single possible activity, but it should focus on the CRITICAL activities that produce the outputs as defined in the role purpose. Activity statements MUST include a verb and avoid vague terms (e.g. "be aware of") that cannot be measured.

- Participate in the Strategic Planning Committee during the Strategic Planning Phase. This happens 2-3 times on average, and includes the workshop chaired by FHI 360.

- Attend annual Advisory Committee meetings, presenting on program accomplishments.
- Serve on monthly Management Team throughout the program's three-year implementation and identify themes or subject matter for local operating company-led activities that are aligned with the Program Model and annual Calendar of Activities.
- Engage subject-matter experts / other BTE Volunteers, as needed, to develop content for local operating company-led activities; material can be adapted from [bridge2employment.org](http://bridge2employment.org), or other sources.
- Ensure volunteers are prepared to lead sessions with lesson plans, appropriate materials, and good understanding of the plan.
- Keep the Executive Sponsor and/or the local operating company management / leadership team informed of BTE program success and accomplishments.
- Request resources needed for activities that are not covered by regular program funds.

### Value to BTE Content Champion

The BTE Content Champion will have unique opportunities to work with fellow employees, and groups of participants in addition to the satisfaction that comes from contributing wisdom and expertise to the development of a new generation of enterprising professionals. By serving as the BTE Content Champion, you will have opportunities to develop and hone a wide range of skills, including:

- Leadership, especially the ability to inspire and motivate.
- Logistical planning.
- Problem solving.
- Project planning.
- Team building.
- Coaching/supervising.
- Conflict management.
- Communication.

### Key Compliance Requirements

Applicable to Bridge to Employment role

- Comply with the volunteer code of conduct provided by your site coordinating entity.
- Complete criminal background check if required one of the local partners or the Site Coordinator.

### Essential Technical Knowledge, skills and experience

The essential knowledge or skills that are not covered by an existing technical competency together with essential experience required for this role

- Subject matter expertise not essential at the outset, although it would be helpful.
- Good organizational and time-management skills.
- Good relationships with fellow J&J employees.
- A desire and passion to pass on your skills and experience to inspire the next generation of young people.
- Maturity, emotional balance, and self-control sufficient to deal with participants.
- Willingness to learn new skills.
- Please read the Bridge to Employment volunteer resources for more information. For this and further information on Bridge to Employment, please go to [www.bridge2employment.org](http://www.bridge2employment.org)

**Qualifications**

Include any qualifications that are a minimum requirement for this role (not those that might be nice to have)

N/A

**Registration with official governing bodies** e.g. General Medical Council, Royal Society of Pharmacists

Include any registrations that are a minimum requirement for this role (not those that might be nice to have) including details of any continuing professional development required to support this

None set by program; local requirements for working with participants may vary.

**Other special requirements** (including details of any criteria that apply to these)

e.g. second language required (including any minimum translator qualifications) / heavy lifting involved in role (according to HASAWA regulations)

None set by BTE; local communities or activities may carry special requirements.

**Job Location/s or Area**

To be identified in BTE calendar

**Training to be provided**

- FHI 360 Volunteer Training –3 hours in the first year. Years two and three will have follow up sessions for 90 minutes once per year

**Glossary****Abbreviation or term****Explanation**

FHI 360

Management company overseeing BTE globally on behalf of J&J Corporate.

**Role Profile Approval****Drafted by**

Name:

**Approved by  
(Line Manager)**

Name:

Sign:

Date:

**Approved by  
(Head of Dept.)**

Name:

Sign:

Date:

**Approved by  
Role Holder**

Name:

Sign:

Date:



## BTE Volunteer Role Profile

|  |   |
|--|---|
| <b>Role Title:</b> Bridge to Employment Volunteer            |   |
| <b>Group:</b><br>[Johnson & Johnson Local Operating Company] | <b>Partner:</b><br>[Site Coordinating Entity] |

### Role Purpose

This definition should be no more than three sentences long and clearly identify the main OUTPUTS or DELIVERABLES expected from this role—i.e., value added by this position. It should NOT detail any specific activities, or it contain any temporary outputs.

BTE Volunteers J&J employees who work with participants in any capacity as part of the BTE program. This may be a one-time volunteer opportunity such as a career talk, a sometime opportunity conducting several activities a year, or an ongoing volunteer contribution such as monthly career coaching.

### Role Boundaries

This section identifies specific activities and outputs for which the volunteer champion is NOT responsible and thus helps to clarify the distinctions among BTE roles. As other sections of this profile are completed, refer back to this one to ensure nothing has been inadvertently added.

- Build relationships with participants; your role is to develop participants' knowledge, skills, and abilities.
- Commit to time with participants beyond the activities detailed in the annual BTE calendar of activities.

### Key Role Activities

This section details the main activities that fulfil the purpose statement for this role. It should not cover every single possible activity, but it should focus on the CRITICAL activities that produce the outputs as defined in the role purpose. Activity statements MUST include a verb and avoid vague terms (e.g. "be aware of") that cannot be measured.

- Assist with implementation of activities and events identified in annual BTE calendar of activities.
- Engage in opportunities ranging from a one-time career talk or company tour to monthly work with BTE participants.

### Value to Volunteer

Volunteers will have unique opportunities to work with fellow employees, and groups of participants in addition to the satisfaction that comes from contributing wisdom and expertise to the development of a new generation of enterprising professionals. By serving as a volunteer, you will have opportunities to develop and hone a wide range of skills, including:

- Leadership, especially the ability to inspire and motivate.
- Logistical planning.
- Team building.
- Coaching/supervising.
- Conflict management.
- Communication.
- Resilience.

### Key Compliance Requirements

Applicable to Bridge to Employment role

- Comply with the volunteer code of conduct provided by your site coordinating entity.
- Complete criminal background check if required one of the local partners or the Site Coordinator.

### Essential Technical Knowledge, Skills, and Experience

This section of the profile lists the skills and knowledge required for success in this role. The BTE Volunteer Champion must have:

- Good organizational and time-management skills.
- Good relationships with fellow J&J employees.
- A desire and passion to pass on your skills and experience to inspire the next generation of young people.
- Maturity, emotional balance, and self-control sufficient to deal with participants.
- Willingness to learn new skills.
- Please read the Bridge to Employment volunteer resources for more information. For this and further information on Bridge to Employment, please go to [www.bridge2employment.org](http://www.bridge2employment.org)

### Qualifications

Include any qualifications that are a minimum requirement for this role (not those that might be nice to have)

N/A

### Registration with official governing bodies e.g. General Medical Council, Royal Society of Pharmacists

Include any registrations that are a minimum requirement for this role (not those that might be nice to have) including details of any continuing professional development required to support this

None set by program; local requirements for working with participants may vary.

### Other special requirements (including details of any criteria that apply to these)

e.g. second language required (including any minimum translator qualifications) / heavy lifting involved in role (according to HASAWA regulations)

None set by BTE; local communities or activities may carry special requirements.

### Job Location/s or Area

To be defined in BTE calendar.

### Training to be provided

- Three hours of volunteer training conducted by FHI 360 during the first year and 90 minutes of additional training in the second and third years.

### Glossary

| Abbreviation or term | Explanation  |
|----------------------|--|
| FHI 360              | Management company overseeing BTE globally on behalf of J&J Corporate. |

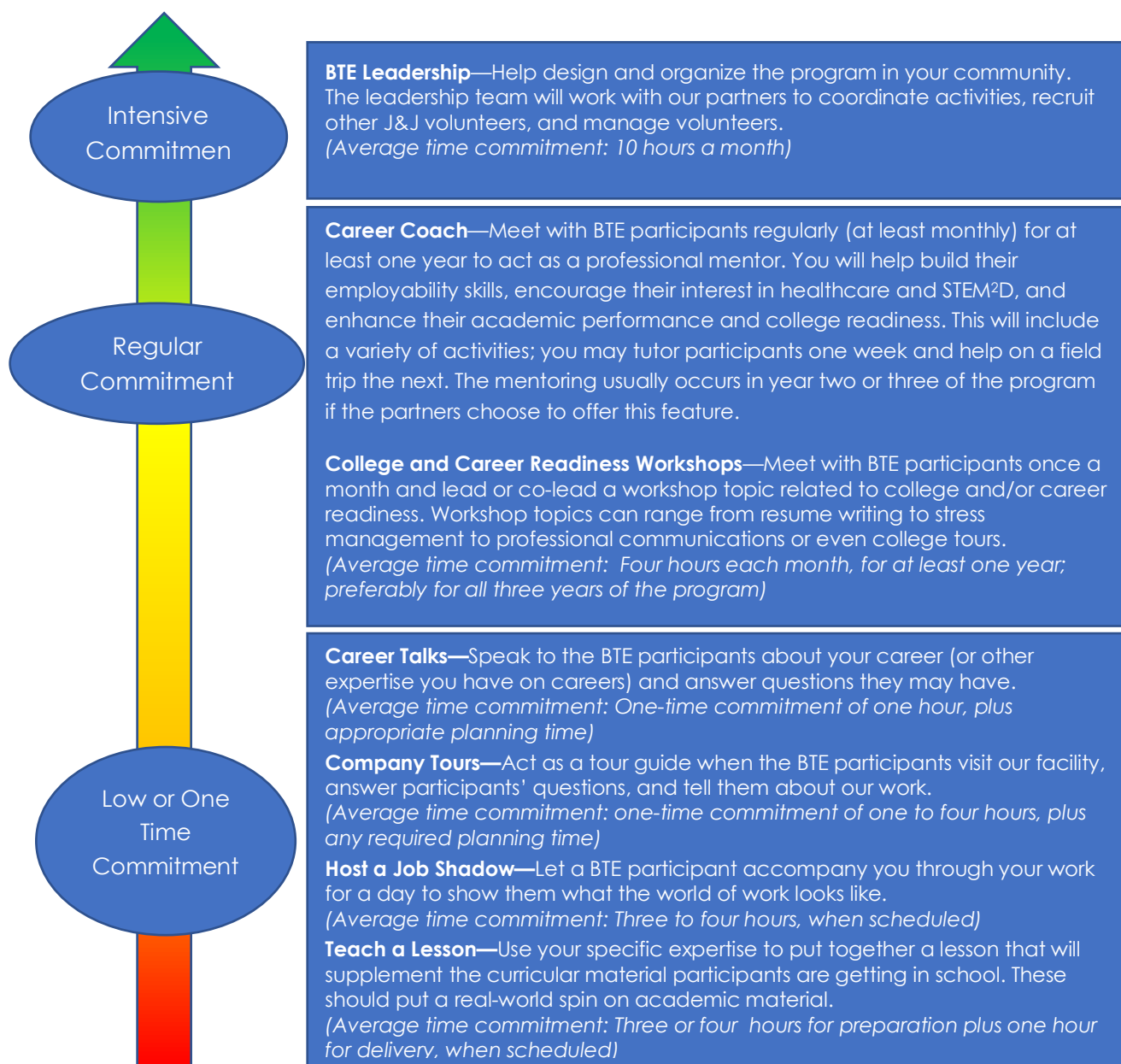
| Role Profile Approval                 |       |       |       |
|---------------------------------------|-------|-------|-------|
| <b>Drafted by</b>                     | Name: |       |       |
| <b>Approved by</b><br>(Line Manager)  | Name: | Sign: | Date: |
| <b>Approved by</b><br>(Head of Dept.) | Name: | Sign: | Date: |
| <b>Approved by</b><br>Role Holder     | Name: | Sign: | Date: |

## Menu of BTE Volunteer Opportunities

The following is a breakdown of potential volunteer roles and sample language that can be used when recruiting or outlining potential roles of BTE volunteers. Please feel free to customize this and make it your own.

[Local Operating Company Name] is starting up a **Bridge to Employment (BTE)** program with participants from [our local secondary school]. BTE is a Johnson & Johnson (J&J) program with more than 27 years of experience connecting employee volunteers to secondary school participants to increase the participants' awareness of the working world, prepare them for college, and encourage them to reach their highest potential. Looking to give back or make a difference in the world? There are a variety of ways to get involved!

### Many Ways to Volunteer with BTE



## BTE Website

The following information pertains to the BTE website, found at [www.bridge2employment.org](http://www.bridge2employment.org).

### BTE Site Pages

Each BTE site has a site-specific page that is maintained by the Site Coordinator. Here, Site Coordinators can add photos, spotlights, events, and updates on program activities. Site Coordinators should update their site pages at least quarterly. Parents and participants can access the site-specific page using a direct link provided by the Site Coordinator. The direct link is customized for each site but adheres to a standard convention:

[www.bridge2employment.org/site/SITENAME](http://www.bridge2employment.org/site/SITENAME). The SITENAME is the BTE location (city with two-letter state/country code, such as AucklandNZ or AthensGA).

J&J volunteers can use the direct link, or they can login to the private section of the website. The BTE champions can distribute the following generic login to give BTE volunteers access to hundreds of free BTE participant activities:

**User Name:** BTEVolunteers

**Password:** LetsGoBTE!

### BTE Management Tools

There are a variety of management resources available to you the website. The following menu provides hyperlinks for online reading. Note that several sections of the website are visible only to people with log-ins; these are noted below.

As with everything BTE, these resources are meant to be customized for your local program. As a member of the BTE leadership team, you're the local expert on the ground...but here's a place to start if you're feeling lost:

#### **BTE News & Media:**

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[Who We Are](#)

[BTE Around the World](#) (Profiles of all BTE sites)

[BTE News](#)

[BTE Media Resources and Guide](#)

[BTE Publicity Materials](#)

## **General BTE Information:**

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[About BTE](#)

[BTE: 25 Years, 25 Lessons](#)

[BTE Promotional Videos](#)

[Other BTE Publications](#)

## **Program Management Tools (Log-In Required)**

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[Calendar of Activities \(Samples\)](#)

[Practices and Reporting](#)

[Grant Application Guidelines and Tools](#)

[Engaging Volunteers](#)

[Strategic Planning Tools](#)

[Sustainability](#)

[Sustainability Planning Tools](#)

[ABTS Conference](#)

[Evaluation Materials](#)

## **Volunteer Engagement and Management Tools (Log-In Required)**

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[Volunteer Orientation Packet](#)

[Volunteer Training: Working with Youth](#)

[Career Planning Tip Sheet](#)

[Volunteer Training: Developing Employability Skills in BTE Youth](#)

[Higher Education Preparation and Planning Tip Sheet](#)

[Volunteer Training: Helping BTE Youth Plan for the Future](#)

[Working with BTE Youth Tip Sheet](#)

### **Participant Outreach & Engagement Tools (Log-In Required)**

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[Participant Recruitment Materials](#)

[BTE Participant Applications \(Samples\)](#)

### **Other Tools (Log-In Required)**

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[College & Career Readiness Guide](#)

[Participant Internships](#)

[Work-based Learning Guide](#)

### **Volunteer Engagement and Management Tools (Log-In Required)**

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[Volunteer Orientation Packet](#)

[Career Planning Tip Sheet](#)

[Higher Education Preparation and Planning  
Tip Sheet](#)

[Working with BTE Youth Tip Sheet](#)

[Volunteer Training: Working with Youth](#)

[Volunteer Training: Developing Employability  
Skills in BTE Youth](#)

[Volunteer Training: Helping BTE Youth Plan  
for the Future](#)

## Participant Activities

Once you've entered your **implementation phase**, it's time to deliver your activities. There are plenty of activities on [www.bridge2employment.org](http://www.bridge2employment.org) to get you started! As a reminder, these resources and activities can be accessed by the BTE Volunteer Champion, Content Champion, and the volunteers themselves. Please be sure to log-in to the website using the appropriate credentials to access all activities.

Within the BTE website are a plethora of sample participant activities. These are grouped on the webpage by BTE's four focus areas: **Academic Enrichment**; **Higher Education Awareness and Preparation**; **Career Readiness and Exploration**; and **Community Building and Engagement**. Activities range from researching healthy and unhealthy living to building presentation skills to writing a college essay. There is something there for everyone!

For those sites looking to build a credentialing component into their programs, the BTE website is also home to eight **digital badge credentials** (and all related lessons and activities). BTE youth will walk away with nationally recognized credentials and they will also have the employability skills and competencies that are essential in the workplace.

There are also **STEM<sup>2</sup>D activities** (Science, Technology, Engineering, Mathematics, Manufacturing, and Design) for sites wanting activities that will spark interest in these courses of study and careers. **STEM<sup>2</sup>D** is a separate J&J initiative that encourages girls and young women to pursue STEM<sup>2</sup>D careers. Whether you are looking for a quick five-minute icebreaker activity or a four-hour activity to use during a workshop, STEM<sup>2</sup>D has got you covered. Visitors can choose from a suite of more than 40 activities, tip sheets, handouts, and other materials. They can even look for an activity in a particular area of STEM<sup>2</sup>D, sort for a specific age group, or specify by time frame. All activities are free and can be found at [www.stem2d.org](http://www.stem2d.org). FHI 360 recommends that you start by reviewing [The STEM<sup>2</sup>D Participant Activities Series Overview](#).

As always, these standard activities are a starting point—customize them as appropriate for your site and your participants and feel free to develop your own. If you find something else that works or create an activity that excites your participant, please remember to share it with **FHI 360** so it can be posted on the BTE website and used or adapted by other BTE programs!

### Participant Activities (Log-In Required)

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[Academic Enrichment Activities](#)

[Career Exploration Activities](#)

[Higher Education Activities](#)

[Community Building and Engagement](#)

[STEM<sup>2</sup>D Activities](#)

[Digital Badges](#)



# BTE Social Media

## BTE Social Media Platforms

FHI 360 helps oversee several social media platforms related to BTE. Site Coordinators and/or BTE champions are welcome to create their own BTE site-related social media platforms to help highlight program activities, events, and participant successes. (Please be sure all BTE participants submit a photo consent form, which can be found on the BTE website, to ensure that there is no legal restriction to posting event photos and videos). Sites are encouraged to connect with each other to help foster communication among partners, share ideas, and keep participants connected. Please see below for social media platforms and handles.

- Twitter: @btetweets
- Instagram: btegrams
- Facebook: Bridge to Employment (@jandjbridgetoemployment)

## Hashtags:

- ✓ #B2E (whenever you're referring to BTE)
- ✓ #B2Efamily (whenever talking about BTE sites or alumni)
- ✓ #JNJ (whenever discussing J&J-- e.g., volunteers, mentors, career coaches, or ABTS)
- ✓ #STEM2D (whenever referring to STEM programs or issues)

Additionally, the BTE Volunteer and Content Champions can also refer to the **BTE Media Toolkit**, found on the BTE website, to help promote their local BTE program. This toolkit provides guidance on promoting local BTE programs around the world and includes messaging guidelines, templates, and dos and don'ts with the press.