



# Career Ambassador Training

## Participant Guide



**SPRING 2015**

# SMUD Career Ambassador Training

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## Goal

Equip speakers to effectively serve as SMUD Career Ambassadors at schools and student-related events

## Objectives

Prepare speakers to:

- help students understand the broad array of career opportunities at SMUD
- explain how to prepare for career opportunities at SMUD through relevant courses, work experience, and skill sets
- help students connect what they are learning with career opportunities
- answer questions about careers at SMUD

## Agenda

1. Introduction
2. Role of Career Ambassadors
3. Resources for Career Ambassadors
4. Key Messages
5. Tips for Classroom Management
6. Skill Practice & Feedback

## Career Ambassador Request Form

Please fill out the following form to request a Career Ambassador for an event and email to:  
[EducationOutreach@smud.org](mailto:EducationOutreach@smud.org)

Name: <input style="width: 90%;" type="text"/>	
Title: <input style="width: 90%;" type="text"/>	
Phone: <input style="width: 40%;" type="text"/>	email address: <input style="width: 50%;" type="text"/>

<b>Organization Name/School District</b>	
<b>Event Date</b>	
<b>Event Name</b>	
<b>Event Location</b> - Enter physical address, building name, room number	
<b>Event Start Time</b>	
<b>Event End Time</b> - Enter end time including clean-up	
<b>Event Set-up Start Time</b> - Enter if different from event start time	
<b>Expected Number of Attendees</b>	
<b>Composition of Attendees</b> - Describe attendees based on demographics, major, year in school, etc.	
<b>End Goal of Attendees</b> - Networking, internship, job	
<b>Other companies/industry representatives attending/ presenting</b> - List the other companies who will be showcasing their business/presenting at this event, organization to participate?	
<b>Event set-up</b> - Booth? Panel discussion? One-on-one discussion? Round-table discussion?	
<b>What will be Provided?</b> - Will the following be provided: food, table (inc. length), chairs, table-cloth? Is there room to set-up SMUD display (8.5 ft. X 8.5 ft. X 2 ft. deep)? What audio/visual equipment will be available?	
<b>Number of Speakers/Representatives requested</b> - Minimum or maximum number of SMUD representatives requested?	
<b>Disciplines requested</b> - Ex: Civil Engineer, Power Systems, Mechanical Engineer, IT, Telecom, Business, etc.?	
<b>Registration Process</b> - What is process to register; include link to registration website.	
<b>Registration Deadline</b> - what date does all registration information need to be submitted? Does payment need to accompany registration? All attendees need to be identified at time of registration?	
<b>Cost</b> - cost for a nonprofit organization to participate?	

## Bringing Your Job to School

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Thank you for taking the time out of your work day to visit a classroom. Here are some suggestions to help ensure that your visit will be worthwhile for both you and the students you meet with.

### Why visit the classroom?

Talking with students in your local school is a great way to make a difference in your community and have an impact on the lives of young people. When you visit the classroom, you:

- Act as a role model for students
- Expand students' awareness of various jobs and careers
- Connect schoolwork to what students need to know in the real world
- Inspire students to consider career options in your industry or field

### Planning your classroom visit

The key to a successful classroom visit is to get students engaged and involved. Here are some suggestions to help ensure that you and the students have a good experience:

- ***Prepare for the visit in advance.*** Communicate with the teacher before your visit so that you know what to expect. Make sure you understand what curriculum activities students will have participated in by the time of your visit, and think about how you can connect what you do to what students will have experienced and what they are learning. Ask the teacher what tips she or he has for interacting effectively with the students. And be sure you know exactly where to go, when you need to arrive, and how much time you will have.
- ***E&TC Materials:*** Consider bringing copies of the latest Energy Newsletter and Education Workshop Schedule published by SMUD's Energy & Technology Center to share with the teacher. Ambassadors will find the most current materials on [smud.org](http://smud.org) website under "About SMUD" -> "Community".
- ***Introduce yourself with a personal story.*** Connect with students by telling something about yourself. It can be a funny story, something you dreamed of doing when you were their age, or a difficulty you encountered and how you overcame it. Try to keep your introduction brief.

- ***Connect your work to any curriculum activities that students have been engaged in.*** Briefly, tell students what you do at your job and link your work tasks to the curriculum activities students have completed, as well as to other real-life phenomena that students are likely to be familiar with. Describe how developments in your industry or field affect the way people live. Try not to talk without interruption for more than five or ten minutes. Ask students questions, or invite them to do some kind of activity, in order to make the presentation as interactive as possible. Try “partner talk”- Allows you to pose questions and have students talk in small groups and then share out as a group.
- ***Hold a question-and answer session.*** Aim for a positive, open-minded discussion. Students are likely to want to know the path you took to get where you are today. Be prepared to explain how you get started in your career and what in particular got you interested in your field. Lay out a “roadmap” for other careers in your field too. Make sure to move around the classroom. Students like to move too and incorporating activities that allow movement will keep engagement.
- ***Review the Career Ambassador SharePoint site*** for helpful resources (e.g. handouts, brochures, checklists, PowerPoints, etc.)
- ***Visit the [smud.org](http://smud.org) website*** for the latest Energy Newsletter and teacher/student workshop schedule

Remember that your challenge is to make the experience informative and entertaining, while also holding students’ interest. Be creative and flexible.

## Logistics of Your Classroom Visit

<p><b>Before Your Visit</b></p>	<p>The following items will be coordinated by SMUD's Education Relations Coordinator:</p> <p><b><i>Communication with the teacher</i></b> in order to plan your visit, including:</p> <ul style="list-style-type: none"> <li>• Asking what the class is studying and what background knowledge students have about SMUD's business.</li> <li>• Finding out how many students are in the class, what the physical setup of the classroom is, what audio-visual equipment is available, and what you might need to bring with you.</li> <li>• Checking whether you can bring job-related instruments or devices to show students.</li> <li>• Confirming the time, date, and length of your visit and discuss any activities you may have planned.</li> <li>• Confirming appropriate dress (e.g., SMUD branded clothing)</li> </ul>
<p><b>Day of Your Visit</b></p>	<p><b><i>You should be prepared to:</i></b></p> <ul style="list-style-type: none"> <li>• Arrive early and follow any school check-in procedures.</li> <li>• Bring any needed equipment and supplies. If you are using handouts with students, see that you have enough.</li> </ul> <p><b><i>Deliver your presentation</i></b></p> <ul style="list-style-type: none"> <li>• Smile – be comfortable and confident.</li> <li>• If you are using a slide presentation, keep text to a minimum.</li> <li>• Use photos, illustrations, and simple diagrams. Consider using cartoons if they help better explain ideas.</li> <li>• Ask students questions that will allow them to make connections between what they have been learning and SMUD's future workforce needs.</li> <li>• If relevant, show students some tools used in your profession. If safety permits, pass around the</li> </ul>

	<p>devices you've brought so that students can handle them.</p> <ul style="list-style-type: none"> <li>• Leave time to answer students' questions about your work and how it relates to the curriculum unit they are working on.</li> </ul>
<b>After Your Presentation</b>	<p><b><i>Follow up</i></b></p> <ul style="list-style-type: none"> <li>• Ask students what they liked or didn't like about your visit. What was most memorable?</li> <li>• If you are willing, provide your e-mail address so interested students can contact you.</li> <li>• If feasible, invite students to visit your workplace.</li> <li>• Ask the teacher for feedback on your presentation. What could be done differently next time?</li> </ul>

## Career Event Preparation for Career Ambassadors

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### Before the event:

1. If needed, request a 30 minute meeting with Susan Wheeler (Coordinator, Education Relations) or Deanna Evans to discuss “what to expect” at the event
2. Make sure event is on your calendar

You will receive the following from Deanna Evans:

3. Receive map and directions for parking and where the event is being held
  - a. Parking permit if needed
4. If panel, you will be provided with a list of questions in advance
5. If Career Fair, you will be provided with SMUD’s online postings of any open entry-level positions relevant to the event
  - a. You may also receive relevant positions that will be available in the near future
6. If applicable, you will also receive:
  - a. SMUD SWAG/giveaways
  - b. SMUD tablecloth
  - c. SMUD recruiting pop-up display
  - d. Hand-outs
    - i. List of current or potential job openings
    - ii. SMUD general job descriptions (overview of SMUD positions, education requirements, salaries)
    - iii. List of student opportunities/internships
    - iv. Engineering positions at SMUD
    - v. 4 x 4 inch Engineering coaster (“What does working for...”)
    - vi. Careers for Women at SMUD
    - vii. How to Apply for a job at SMUD – OASIS instructions
    - viii. SMUD Fingertip Facts booklet
    - ix. SMUD Programs & Services brochure
    - x. Career Ambassador Request Form
7. Your Expectation
  - a. Please let us know if you need to have copies made

### After the event:



8. Receive Career Ambassador Feedback Form (via email) from Deanna Evans / Education Outreach mailbox.

## Career Ambassador Feedback Form

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Thanks again for participating in the Education Outreach event on \_\_\_\_\_ (date) at \_\_\_\_\_ (location). Please take a minute to provide feedback by answering the questions below. We'd like to make sure that we are providing the right level of support to the employees who represent SMUD and meeting the needs of our community.

	Agree	Neutral	Disagree
I felt adequately prepared to represent SMUD at this event			
The handouts to I received to give to students were useful			
The directions to the event were accurate			
The staff at the event were helpful and courteous			
The event was a good use of my time			

**Any other comments/suggestions:**

## Questions Students May Ask

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1. What kind of car do you drive? \_\_\_\_\_
2. How much money do you make? \_\_\_\_\_  
\_\_\_\_\_
3. What is the typical pay range for entry-level jobs at SMUD? \_\_\_\_\_  
\_\_\_\_\_
4. Do all jobs require a college degree? \_\_\_\_\_
5. What difference will earning a college degree make on how much I  
can earn? \_\_\_\_\_
6. How much math / science did you need to take to get your job?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. How much math / science do you **use** in your job? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. What are the key skills (technical & interpersonal) needed for your  
job? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. What skills does SMUD typically look for in applicants? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. What classes / training did you need to take? \_\_\_\_\_

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11. How long have you worked at your company? \_\_\_\_\_

12. What other jobs have you had? What has your career path been?

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13. How old are you? \_\_\_\_\_

14. How many people work at your company? \_\_\_\_\_

15. Where do you work? (where is your company located?)

16. How many people does SMUD hire in a year? \_\_\_\_\_

17. How do I get a job at SMUD? \_\_\_\_\_

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## Education Outreach – Presentation Preparation Worksheet

<b>WHO</b>	<b>Do you work for?</b> <ul style="list-style-type: none"><li>• Who is your supervisor?</li><li>• What kinds of jobs are offered?</li></ul>
<b>WHAT</b>	<b>Do you do?</b> <ul style="list-style-type: none"><li>• What is your title?</li><li>• What is your pay range? _____</li><li>• What are your duties? _____ _____ _____ _____</li><li>• Do your duties change from day to day? _____</li><li>• What are the physical requirements? _____ _____ _____</li><li>• What are the mental requirements? _____ _____ _____</li><li>• Are there any unusual demands? _____ _____ _____</li><li>• Is your job dangerous?</li><li>• What skills are important in doing your job? _____ _____ _____ _____</li></ul>

- 
- How do you use reading, writing, computing in your job?
- 
- 

**WHERE Do you work?**

- Do you work inside or outside?
- Is your job in a rural or urban area?
- Is it a large or small facility?
- Do you travel?
- Could you do your job anywhere in the country?

**WHY Do you work there?**

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What are the advantages and disadvantages?

Advantages	Disadvantages
•	•
•	•
•	•

What is the retirement age? \_\_\_\_\_

Is the job secure for the future? \_\_\_\_\_

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Why did you choose this field?

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Why do you feel it is a good job?

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Is there an outstanding event in your work that was humorous, dangerous, or rewarding?

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**HOW**

**Did you get the job?**

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What work experience is required?

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What education is necessary?

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What will the education cost?

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Where can the education be obtained?

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What special license, examinations, or certificates are required?

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Did you go to school to learn your job?

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## Key Messages

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### **SMUD in 30 seconds**

For more than 65 years, SMUD has been Sacramento's community owned electric service. We serve 1.4 million people and SMUD is the nation's sixth-largest electric utility that's owned by its customers. Our fundamental promise is to provide you and your families with reliable electricity at affordable rates.

### **More Details**

- **Community:** SMUD was born of this community, and is an integral part of it. More than just a bare-bones supplier of electricity, SMUD gives back to the community in ways that make life better for all who live and work in the Sacramento area. We support the community through sponsorships, education, beautification and recreational facilities.
- **Environmental leadership** is one of our guiding principles at SMUD. We help customers become more efficient users of energy, we use a balanced and sustainable mix of energy sources, and we help reduce the amount of greenhouse gases produced locally. With eyes on the future, we are taking steps to curtail our reliance on carbon-based fuels and meet ambitious goals set by your elected Board of Directors and state lawmakers to dramatically reduce greenhouse gas emissions.
- **Smart Grid:** Smart meters and the smart grid will pave the way for new technologies to let you make smarter choices about saving energy in your home and money on your bill. Some of the benefits you may see in the future are programmable appliances such as dishwashers, and the ability for you to control your home's energy from a smart phone or computer.

## Classroom Management Scenarios

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**Scenario A:** What if you ask for questions and nobody raises their hands?

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**Scenario B:** What if students are not very engaged during your presentation and it appears many have “tuned out”?

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**Scenario C:** What if students are hyper-active and/or unruly, including a lot of sidebar conversations?

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[illegible]

# SUPPLEMENTAL RESOURCES



# Student opportunities at SMUD

About 50 high school and college students work at SMUD each year. You could be one of them. Check out the opportunities below.

## High school students

### High School Intern

Six weeks during summer (June-August)

- High school junior or senior living in SMUD's service area
- Minimum GPA 2.5
- 36 hours per week of work
- No relatives working at SMUD

These jobs are announced at specific school districts each spring. For more information, email [educationoutreach@smud.org](mailto:educationoutreach@smud.org).

*Continued on back*



Powering forward. Together.





## College students

As openings become available, they'll be posted online. To learn more, go to [smud.org/careers](http://smud.org/careers) and click on *Search Student Jobs*.

### Office Assistant

Six months, \$10.78 - \$12.49/hr.

- Full-time student (12 units undergrad or 8 units graduate level)
- No more than 20 hours of work per week (may work more when school is not in session) or a maximum of 960 hours a year
- Maintain a 2.0 or better GPA
- No relatives working at SMUD

### Student Staff Assistant

Six months, \$12.80 - \$16.76/hr.

- Full-time student (12 units undergrad or 8 units graduate level)
- No more than 20 hours of work per week (may work more when school is not in session) or a maximum of 960 hours a year
- Maintain 2.0 or better GPA
- No relatives working at SMUD

### Assistant Engineer

\$56,376 to \$70,368/yr.

- Must be in last semester of an engineering program

### Engineering Student Assistant

Six months, \$16.98 - \$18.38/hr.

- Full-time student (12 units undergrad or 8 units graduate level)
- Junior, senior or graduate student
- No more than 20 hours of work per week (may work more when school is not in session) or a maximum of 960 hours a year
- Maintain 2.0 or better GPA
- No relatives working at SMUD

### Graduate Intern

Six months, \$26,014 - \$32,477/yr.

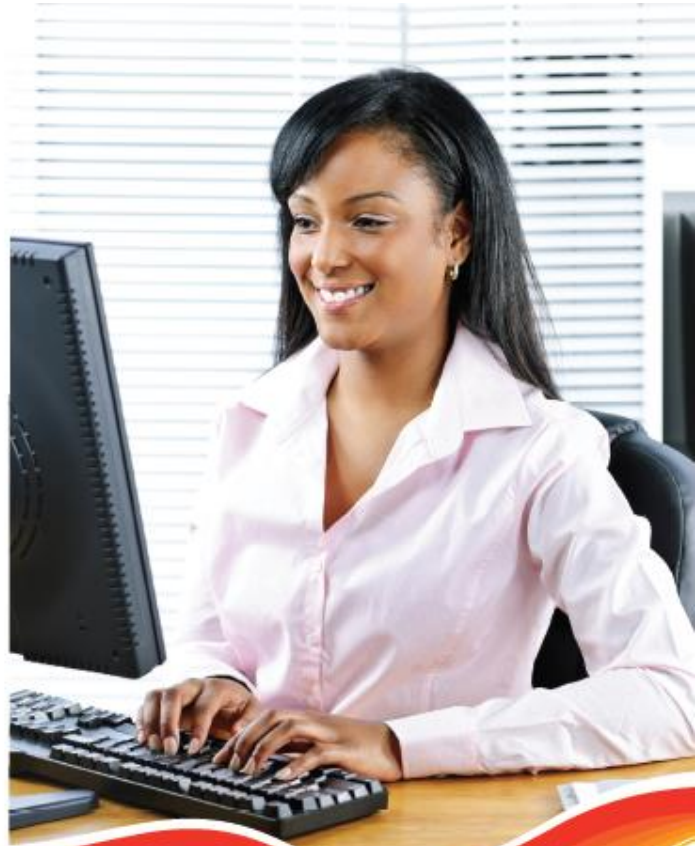
- Bachelor's degree from an accredited school
- Full-time graduate student in an accredited school
- Completed at least one year of graduate course work
- No more than 20 hours of work per week (may work more when school is not in session) or a maximum of 960 hours a year
- At least two years' relevant work experience
- Maintain 2.0 or better GPA
- No relatives working at SMUD





**Find career opportunities in:**

Accounting/Financial  
Administrative/Clerical  
Communications/Public Relations  
Customer Service  
Engineering/Technical  
Health and Safety  
Human Resources  
Information Technology  
Legal  
Marketing/Sales  
Skilled Craft/Trades  
Telecommunications  
Utility System Management



As one of the most innovative electric utilities in the country, we value and reward the contributions of our employees. We're proud of our long-standing reputation as one of the best places to work in the Sacramento region, and we're always seeking talented people to help keep us moving forward. Join our winning team and grow with us.

**Let's power  
your career**

.....  
Search for career  
opportunities online



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Powering forward.  
Together.



## Online Application Instructions

Our application allows you to apply for jobs online, save your resume, track your application status and get notification when specific jobs are posted. You can search current job postings without logging into your account; however, you will have to login to apply. You can apply only for jobs that are currently posted on our website. If you don't see the job you're interested in, please check back weekly since new jobs are posted frequently.

### Search for jobs

1. Go to **smud.org/careers**.
2. Click **Search Jobs** on the left side of the page.
3. To see what's available, click **Search openings**.
4. Use the search criteria to identify career opportunities that may interest you. We recommended that you leave the search criteria set to "All" for each category.
5. Select **Search** – all available jobs will be displayed.
6. To view a description of a posted job, hover over the **Req ID** or click it for the full posting.

### Create an account

1. From the "Sign In" page, select **click here to create a new account**.
2. Fill in the "Create login" page.
3. Click **Create** – your account has been created.

### Apply for a posted job

We recommended that you create your resume, cover letter or supplemental questionnaire in a separate document before you start your online application process. Then you can copy and

paste your information or upload your application materials into the system.

You can submit as many as five resumes/cover letters with your profile.

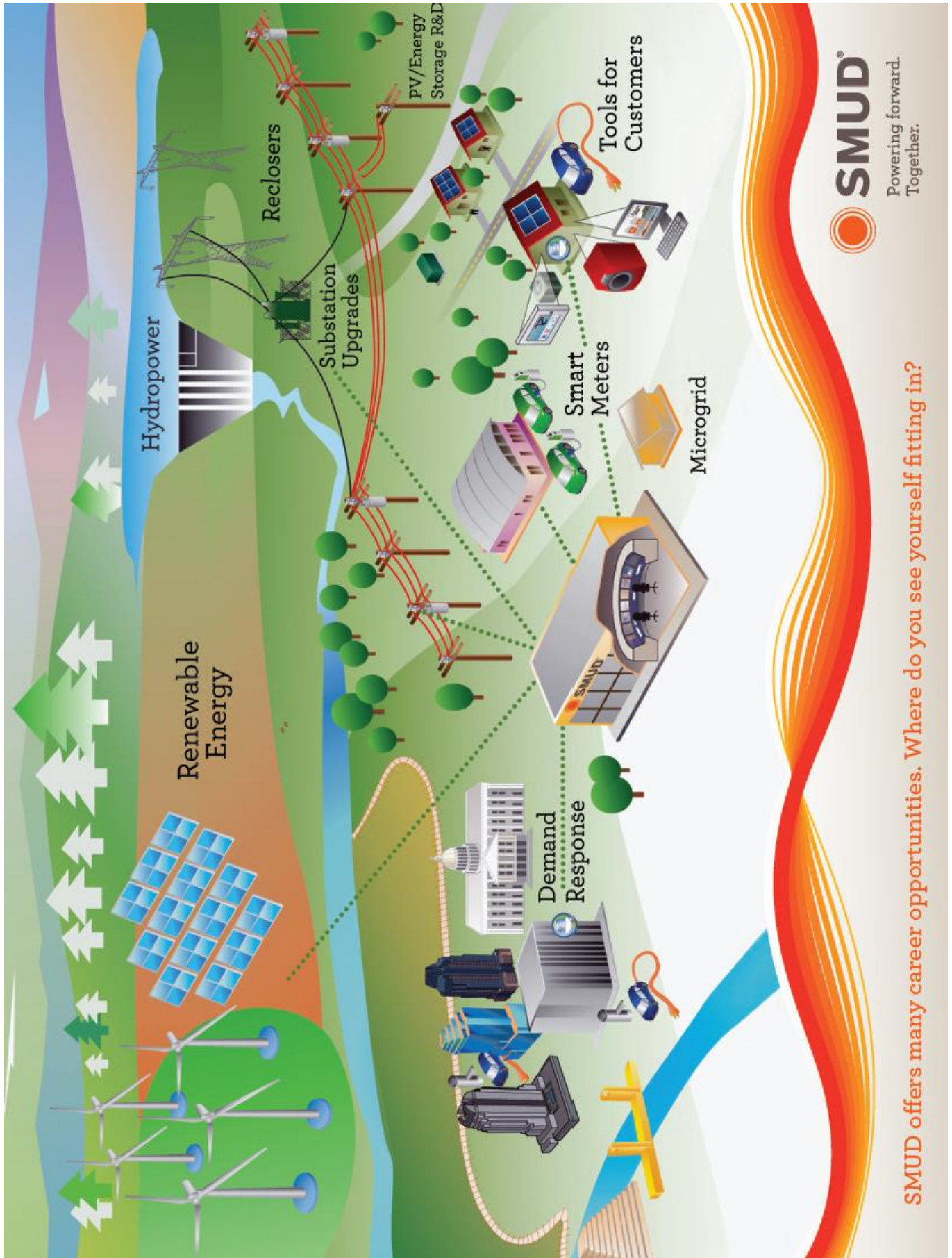
We also encourage you to keep a copy of all your application materials including the specific job posting.

1. After you have created an account, log in by entering your user ID and password and clicking **Log in**.
2. Once you're logged in, click **Search openings**.
3. On the "Search Openings" page, click the **Search** button. We recommended that you leave the search criteria set to "All" for each category. All available jobs will be displayed.
4. To view a description of a posted job, hover over the **Req ID** or click on it for the full posting.
5. From the "Job Details" page, click **Apply to job(s)**.
6. Follow the step by step instructions and answer questions as they come up. Fields with a red asterisk are required. Click **Continue** or **Next Tab** to move forward.
7. Copy and paste or upload your resume and cover letter when prompted.
8. Click the **Submit** button on the final page.
9. Once your application has been submitted, go to the "Careers Home" page and click **Job application status**. If we received your application, it would be listed here. It may take 30 minutes to appear after you submit your application.

If you have any questions call Human Resources at **916-732-5582**.

*SMUD is an Equal Opportunity Employer.*





SMUD offers many career opportunities. Where do you see yourself fitting in?



Powering forward.  
Together.

## Know Your Audience

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### **Audience Characteristics**

- Age range
- Grade level
- Career goals
- Demographics
- Personalities
- Beliefs & values
- Attitudes
- Past work experience (e.g. high school / college)

### **Audience Analysis Methods**

- Talk to SMUD's Education Relations Coordinator about the audience group
- Talk to the audience before presentation to "take the pulse"
- Talk to the host teacher / faculty member / school administrator
- Web research (e.g. school website)
- Mini poll during presentation



## Exercise: Know Your Audience

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**Directions:** Use the space provided below to plan how you will get to know your audience for an upcoming presentation in order to tailor your approach to the audience.

1. Presentation topic: \_\_\_\_\_

2. Presentation audience(s): \_\_\_\_\_

\_\_\_\_\_

3. Create a list of relevant questions that will help you understand your audience in advance of delivering your presentation. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What options/resources are available to you in order to secure answers to your questions listed above in item # 3?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. How might you adjust your approach based on the class level / age group?

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### **3 Key Questions on the Mind of Audiences**

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For most student presentations, the audience needs to have these 3 fundamental questions answered:

1. Why should I pay attention to you when I can think about more interesting things?
2. Now that I am listening, why should I care about this issue?
3. What can I do with this information?

# Structuring Your Presentation

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## Storytelling Structure

### Choosing Your Story

- Consider your audience and select a relevant story (e.g. junior high vs. high school vs. college audiences)
- When choosing your stories, use personal stories wherever possible.
- Remember that emotion is the fast lane to the brain. Choose stories that are funny or dramatic.

### Developing Your Story

- Once you identify a potential story, immediately determine the point.
- Build your story forward to make one clear and concise point for each story.
- Typical steps to craft your story:
  1. Set the scene
  2. Introduce the Characters
  3. Begin the Journey
  4. Describe obstacles (career / personal) encountered and how you overcame them
- Stories that lack emotional triggers are interesting, but not compelling.
- Stories typically frame a teachable moment; a point in time when an important personal lesson was learned. Be prepared to articulate this lesson.

## Story Crafting Worksheet

Choose three personal stories where the event was meaningful for you:

- 
- 
- 

Define the point of each story

- 
- 
- 

Identify the emotional triggers of each story. What emotions did you experience and where?

- 
- 
- 

Identify the moment of crisis, decision or revelation in your story. Hold the Moment.

- 
- 
- 

Have Fun!

## Structuring Your Presentation - *continued*

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### **Introductions & Conclusions**

Audiences will most remember the beginning and end of your presentation

#### **Creating an Introduction: 5 Keys to Connecting with Audiences**

- Show enthusiasm for the subject
- Establish common ground
- Appreciate & affirm
- Elevate their mood
- Enlighten

#### **Tips for Conclusions**

- Call to action
- Where to find more information
- Who to contact with questions
- Invite questions (remember, you don't have to know everything; you can take questions & follow up)

## Frequently Asked Questions at Outreach Events

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### **VOLUNTEERING & INTERNSHIPS**

**Q. Does SMUD have Volunteer opportunities for teens or adults?**

**A.** We do not have a volunteer program at SMUD

**Q. Does SMUD have an internship or student program?**

**A.** Yes High School and College. Contact Susan Wheeler, Education Relations Coordinator, for details at 915-732-6540.

### **APPLICATION & SELECTION PROCESS**

**Q. Does SMUD have any job openings?**

**A.** Information on career opportunities can be found on our website at [www.smud.org](http://www.smud.org). If you would like the locations of the employment kiosks please contact the Human Resources Contact Center at 732-5582. The job line phone number is (916) 732-6046.

**Q. What is the phone number for SMUD's job line?**

**A.** The job line phone number is (916) 732-6046.

**Q. Where can I pick up an employment application form?**

**A.** We are no longer accepting paper applications. All jobs must be applied for using the online OASIS system.

**Q. How long will it take to process my employment application?**

**A.** It depends upon the number of applications for the job. All candidates will be notified of the status of their application by mail or email. You can check the status of your application on your own by logging into your on-line account.

**Q. How many people are they going to hire for this position?**

**A.** Depends upon the number of vacancies we need to fill; generally the job posting will state if there is more than one opening.

**Q. If I am interested in applying for several jobs that are posted at the same time, can I submit just one application?**

**A.** No. A separate application must be submitted for each job you wish to apply for. Please note that some announcements require completion of a supplemental application as well.

**Q. Will an employment exam be required?**

**A.** It depends on the position. Review the requirements on the specific posting; if there is an exam, this will be stated.

**Q. What is going to be on the employment exam?**

**A.** Review the requirements on the specific posting.

**Q. When will I hear if I've made it through the employment screening process?**

**A.** You will receive a written notification via mail or email.

**Q. Once the employment exam is passed, what is the next step in the process?**

**A.** There may be other requirements to the selection process that you will be notified of. If you are on an eligible list, the list may be used for up to two years and you may be contacted by the hiring supervisor.

**Q. What is an eligible list?**

**A.** An eligible list is a list of candidates who have passed preliminary civil service examination processes and are eligible for hire.

**Q. How long does an eligibility list last?**

**A.** Eligibility lists established through the Open Recruitment process last up to 2 years and may be extended for an additional year.

**Q. I just moved and I am on a list, how do I change my address and phone number with Human Resources?**

**A.** When you change your address or phone number please call HR main desk 916-732-8348 and provide your updated information indicating which list you are on.

**Q. Is a drug test mandatory before I start my new job?**

**A.** Yes. SMUD's pre-employment process consists of two steps: a pre-employment physical/drug and alcohol screen and a background check.

**Q. What does civil service mean?**

**A.** There is a state law (California Municipal Utility District Act or MUD Act) that established the requirement for a civil service system for the selection, examination, employment, classification, advancement, suspension, and discharge of employees at organizations like SMUD that serve the public. Civil Service Rules apply to applications, examinations, duration of eligible lists, certification of eligible, appointments, promotions, transfers, resignations, layoffs or reductions in force, the filling of positions, classification, and other such matters. These special rules apply to every employee at SMUD except for a few such as our board members (elected by the public), our Executives, senior managers, temporary construction employees, part-time employees, limited-term employees, and a few other roles determined to be exempt from the District Civil Service.

**Q. What does Limited term mean?**

**A.** Limited term positions are created for special projects or to fill behind an employee away from their position. These positions are at-will specified for longer than six months in duration, not to exceed two years, but may be extended for an additional two years.

**Q. Does SMUD sponsor H1 visas (foreign nationals who need to be sponsored to work in the US)?**

**A.** There are a few instances where SMUD will hire a person with a H1 visa. Usually it is for a job that requires a degree, is highly specialized, and is hard to fill.

**Q. What temp agencies does SMUD use?**

**A.** SMUD uses Apple One, Search Pros, and Premier



## Managing Q & A

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- Significance of Q & A
- Ask audience to save questions for the very end. Helps ensure delivery completed within target timeframe.
- **Pitfall:** If you lose your cool during Q & A, you lose your credibility with the audience.
- Observe questioner's body language, facial expression, voice projection & inflection to gauge intent:
  - Confused & seeking clarification?
  - Challenging message?
  - Challenging speaker?
  - Venting frustration?
- The better you know your audience, the more prepared you'll be for the Q & A
- **Demonstrate respect** for all questions, even if speaker is wrong, ill-informed, or unprofessional
- **Pitfall:** A single flopped response can overshadow your entire presentation, so take time to rehearse Q & A
- **Anticipate Questions:** Think of the 10 most likely questions & plan out your answer
- **Clarify** the question if need by paraphrasing or repeating
  - "Let me make sure I understand your question..."
  - "To clarify, are you wanting to know more about..."
  - "For those who did not hear, the question was..."
- **Avoid digressing:** keep your answer brief

## Managing Q & A - *continued*

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- If you can't answer the question, say so
- If you need time to research the answer, say so
- If a question is off-topic, either suggest an off-line discussion or remind audience of the goal of the presentation
- Avoid answering question with eye contact solely given to questioner. Answer is for entire group.
- At end of answer, ask “Does that answer your question?”
- Use names to personalize answers where possible.
- Neutralize negative questions. Use restatement of question as an opportunity to reframe or neutralize the negative judgment.
- Tactfully correct inaccurate conclusions. “I think you may be prematurely concluding that...” or “I think it’s too early to conclude that...”
- Correct inaccurate assumptions. “I think you’re assuming that.... Let me clarify...”

# Energy Education News



## inside ...

Solar Decathlon .....	2
Electricity Fair .....	2
Project Wet .....	2
Solar Regatta Openings .....	3
Dry Ice Workshop ...	3
Who Left the Lights On? .....	3
Science Olympiad ...	4
Electric Circuit Workshop .....	4
EV Exhibit .....	4
Solar Exhibit .....	5
Solar Cooking .....	5
Energy Management .....	5
YES .....	6
Solar Schoolhouse ...	6
Solar Champs .....	6
Free Teacher Workshops .....	7

## Tiny House Competition



We're sponsoring a home building competition for really small homes—from 100 to 400 square feet of living space. Students from various California colleges are taking part in the California Tiny House Competition, which will culminate in fall 2016 when winners are chosen. The contest is to see which college team can design and build the best net-zero, tiny solar house.

So far the student teams have taken part in a two-day workshop, where they learned about sustainable building and solar technology. During the week of competition, slated in October 2016, students will exhibit their houses to the public, judges and the media. On the last day, they will be awarded trophies and monetary prizes.

[smud.org/tinyhouse](http://smud.org/tinyhouse) • [#tinyhouse2016](https://twitter.com/tinyhouse2016)

## Solar Decathlon

SMUD is proud to support California State University, Sacramento in the 2015 building competition, the U.S. Solar Decathlon, sponsored by the U.S. Department of Energy. The Sac State entry, titled the "Solar NEST" (Natural, Elegant, Sustainable, Tranquil), strives to exemplify the future of sustainable, energy-efficient and affordable housing.

**Decathlon** continued on page 2



### Decathlon *continued from page 1*

The students plan to design a user-friendly house without sacrificing the practicality of a typical home.

The Solar Decathlon will be held in Irvine, California from October 8-18, 2015. To learn more about this competition and how architecture and engineering can be integrated into your curriculum, please visit [solardecathlon.gov](http://solardecathlon.gov).

This is Sac State's first entry into the nationally acclaimed Solar Decathlon. To learn more about the students' progress, please visit their Facebook site at [facebook.com/solarnest](https://facebook.com/solarnest). •



*Pictured are E&TC student interns Luis Guerrero and Kaelin Sherrel.*

## Electricity Fair

On September 6, 2014, hundreds of fourth grade students spent the day by the American River with their families learning about the historical significance of the Folsom Powerhouse and experimenting with electricity. On display were electric cars, electric boats and lots of hands-on activities for everyone. Mr. Electricity showed students how to make portable speakers from party cups.

This event was held in partnership with California State parks, Sac EV and the Friends of Lake Folsom. To learn more about how your fourth grade class can learn about electricity while having lots of fun, email [suzette.bienvenue@smud.org](mailto:suzette.bienvenue@smud.org).

The historic Folsom Powerhouse is open to the public and for school tours. To learn more about this museum, visit [parks.ca.gov/?page\\_id=501](http://parks.ca.gov/?page_id=501). •



## Project Wet

Area teachers spent a beautiful day learning how to integrate water science into the classroom. Presented by Linda DeSai of the Placer Nature Center, the workshop featured Project WET (Water Education for Teachers) curriculum. Effie Yeaw Nature Center in Carmichael was the perfect setting for outdoor activities and provided the location for water testing.

To learn about how you can incorporate topical water issues and science into your classroom, visit Project WET at [projectwet.org](http://projectwet.org). •





## Solar Regatta — College-level Openings



The 2014 NCSR winning high school team from Elk Grove High was invited to participate in the international solar boat (SOLAR1) competition in Monte Carlo, Monaco.

The Energy & Technology Center has five openings for colleges wanting to take part in the 2015 Northern California Solar Regatta. Competitors design, build and pilot their own boats, which have to be powered by solar panels. If you're interested, email [suzette.bienvenue@smud.org](mailto:suzette.bienvenue@smud.org).

The 4th annual regatta on May 8 and 9, 2015 will sail at the lake in the Rancho Seco Recreational Area in Herald. Twenty middle- and high-school teams will compete on Friday, and colleges and universities will compete on Saturday. The winning high school team will get to race against the colleges as well.

The regatta deepens students' understanding of engineering, physics, environmental stewardship and solar technology. Winners of the slalom, endurance, sprint and presentation categories will take away trophies and monetary awards. For more information, visit [smud.org/solar-regatta](http://smud.org/solar-regatta). •



Teacher workshops don't have to be boring. Using a Halloween theme, Davin Bowker presented GEMS® Dry Ice Investigations, helping teachers to engage students with the science of energy transformations and the particulate theory of matter. This class will be offered again in fall 2015. •

### Who Left the Lights On in the Zoo?

Lighting expert Connie Samla and SMUD's Energy & Technology staff joined in the fun to help third grade students at Russell Ranch Elementary in Folsom solve the mystery of who left the lights on at the zoo. As they investigated, students learned about LED lights, the electromagnetic spectrum and UV rays. •



## Science Olympiad

The Sacramento Regional Science Olympiad will be held this year at California State University, Sacramento on Saturday, March 7. Division B is for grades 6-8 and Division C is for grades 9-12. Please contact James Hill at [jdhill@sanjuan.edu](mailto:jdhill@sanjuan.edu) and/or [sacramentoscienceolympiad.com](http://sacramentoscienceolympiad.com) for additional information and forms.

For the first time in Sacramento, a Science Olympiad Division A competition for grades 3-6 will be held. Meet on Saturday, March 21, 2015, at Mira Loma High School in Sacramento. For more information and registration forms, please contact James Hill at [jdhill@sanjuan.edu](mailto:jdhill@sanjuan.edu) or [sacramentoscienceolympiad.com](http://sacramentoscienceolympiad.com). •



## Electric Circuit Workshop

Yes, the human body can conduct electricity, as teachers showed when they made a human circuit at the GEMS® Electric Circuit workshop. The class is perfect for fourth grade teachers looking for new and interesting ways to not only teach electricity and electromagnetism but also integrate writing with science. This workshop will be offered again in the fall 2015. •

## Electric Vehicle Exhibit

Have you been wondering if an electric vehicle (EV) is right for you? Come to the electric vehicle exhibit in SMUD's Energy & Technology Center to kick the tires and sit in the driver's seat. This electric car, donated by Nissan USA, shows how an EV works. Although from one side it looks like an ordinary car, the hood is open and the driver's side has been cut away to allow for a closer look at the motor, battery casings and other features.



Customized fabrication and educational details were offered by the auto shop at American River College. The car charger has been donated by Clipper Creek.

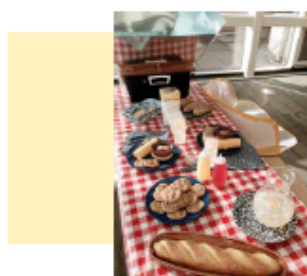
For more information on electric vehicles, visit [smud.org/pev](http://smud.org/pev). •





## Exhibit Opening 2015

Our Energy & Technology Center soon will open a new exhibit—Teaching through Solar. You'll see why our solar programs have been so successful with students in the Sacramento area. View examples of the Solar Grant program, Solar Regatta, Solar Car Race at American River College and more. •



## Solar Cooking

SMUD's Energy & Technology Center will sponsor several Solar Cooking workshops for families at Sacramento County libraries. Please check with us at (916) 732-6738 for dates and times. For more on solar cooking, visit [solarcookers.org](http://solarcookers.org). •

## Comprehensive, Standards-based Program will Help You Teach Energy Management

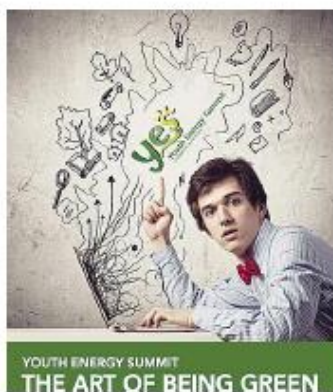
Teach your students the science of energy and inspire them to contribute to a more sustainable world through the PEAK program, with training offered in January and February to teachers of 3rd through 7th grades. Using hands-on activities, your students will learn how to manage energy use in their homes, schools, and communities and begin to explore careers in green technologies.

Professional education hours and a \$100 stipend are available through the Sacramento County Office of Education. The training takes place on Saturday, January 31, 2015 or Saturday, February 21, 2015 from 9 a.m. to 3 p.m. at the education center for the office of education at 10474 Mather Boulevard, Mather, CA 95655.

What you'll receive:

- Teacher training and ongoing support.
- Curriculum correlated to 3rd – 7th grade standards.
- A toolkit for hands-on science labs.
- Fun, interactive software and online resources.

Sign up for the training online at [peakstudents.org/teachers/norcal\\_register.asp](http://peakstudents.org/teachers/norcal_register.asp) or contact Audrey Knox at (510) 444-5060 ([aknox@energycoalition.org](mailto:aknox@energycoalition.org)). •



## Youth Energy Summit

January will ring in the 7th Annual Youth Energy Summit which will be held in the Roseville Utility Exploration Center in Roseville. This event is sponsored by Roseville Electric, SMUD, Lodi Electric Utility and Turlock Irrigation District. The 2015 theme is Powering Your Plate: Food and Agriculture. Twelve teams of high school students will spend two days learning about converting organic waste to power, urban agriculture and the many ways in which energy efficiency fits with agriculture and the food industry.

The students will then return to their communities where they will design and implement a service-learning project. The program will culminate in April when the student teams will present their projects and vie for scholarship awards.

Visit [smud.org/youthenergysummit](http://smud.org/youthenergysummit) •



## Solar Schoolhouse – Education Energized by the Sun

We have five openings for teachers and public outreach educators for the Solar Schoolhouse Summer Institute July 19-24, 2015. SMUD's Energy & Technology Center will pay stipends for your lodging and attendance.

You'll learn the science and history of heating, cooling and powering our homes with the sun. You'll build solar cookers, model passive-solar homes, solar electric fountains, custom solar panels, and a portable solar power station (Lunchbox!). In addition to learning the science of building design (thermodynamics, electricity, seasonal changes) and how to fit these exercises into your curriculum, you'll walk away with practical knowledge and solar equipment for your own use.

We'll meet at the newly constructed Solar Schoolhouse headquarters in Sebastopol - a solar-powered, carbon-neutral, net-zero energy home and workshop. While solar energy is a multidisciplinary subject involving math, science, construction, history, and policy, the lessons will be tailored to your specific discipline.

To apply, visit [solarschoolhouse.org/sie2015/](http://solarschoolhouse.org/sie2015/) •



## Wanted! Solar Champions

If you have a love for all things solar and have attended an Energy & Technology Center Solar Schoolhouse workshop within the last three years, you may be eligible for a classroom solar kit. If you have a current classroom, and are willing to write a lesson plan, email [brent.sloan@smud.org](mailto:brent.sloan@smud.org) to receive an application for your classroom solar kit. •





## Free Teacher Development Workshops • Spring 2015

Sponsored by SMUD's Energy & Technology Center. You must register online for the following workshops (even if you have previously registered through your school district's website) at [smud.org/workshops](http://smud.org/workshops). **Please note that all workshops are not held at SMUD.**

### February 19, 2015 – Chemical Reactions (Grades 5-12)

Folsom Powerhouse Museum  
9980 Greenback Lane, Folsom  
4:30 p.m. – 7 p.m. (appetizers and drinks)  
Presented by Davin Bowker

An ordinary ziplock bag becomes a safe and spectacular laboratory as teachers have students mix chemicals that bubble, change color, get hot, and produce gas, heat, and odor. Chemical Reactions explores chemical change, demonstrates endothermic and exothermic energy reactions, and develops skills in observation, experimentation, and inference.

### March 7, 2015 – Project WET (Grades 4-12)

Elk Grove Water District  
9257 Elk Grove Blvd., Elk Grove  
9 a.m. – 3 p.m. (breakfast and lunch)  
Presented by Bryan Brown

Teachers will experience interdisciplinary activities to engage students in learning about water resources, water conservation, and key related science concepts. Engage in fun, hands-on, standards based outdoor activities including an introduction to water quality monitoring. This is STEM learning at its best. Participants will receive the new, Common Core Correlated Project WET 2.0 Guide.

### March 19, 2015 – Invisible Universe (Grades 6-12)

Discovery Museum, Planetarium  
3615 Auburn Blvd., Sacramento  
4:30 p.m. – 7 p.m. (appetizers and drinks)  
Presented by Davin Bowker

The electromagnetic Spectrum is the topic for intriguing activities which will deepen student understanding of energy in space, enabling students to detect and consider wavelengths other than visible light. Activities feature energy stations, including infrared (TV remote); microwave (pager); ultraviolet (black light) and other devices. Teachers will also receive a short presentation in the Planetarium.

### March 21, 2015 – Energy and Me! (Grades Pre K-3)

Roseville Utility Exploration Center  
1501 Pleasant Grove Blvd., Roseville  
9 a.m. – 3 p.m. (breakfast and lunch)  
Presented by Linda DeSai and Deb Bruns

This energizing workshop is directed at primary teachers in grades Pre K-3. In Energy and Me!, teachers will learn how to present energy concepts with playacting, singing and dancing. A classroom kit including curriculum and DVD will be provided.