

# Job Shadowing Handbook

**A document created by the New Jersey School-to-Career Partnership consisting of: Office of the Governor, Department of Education, Department of Labor, Commission on Higher Education, Department of Commerce and Economic Development, State Employment and Training Commission, Department of Human Services. This document models the Bell South Connections School-to-Work Program developed by Jobs for the Future.**

**Funded through the School-to-Work Opportunities Act of 1994, PL 103-239.**

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## Overview

The New Jersey School-to-Careers Partnership has prepared this document to local local school districts and business partners understand the role of job shadowing in the School-to-Careers system being established in the state. Job shadowing is defined according to the *School-to-Work Glossary of Terms* published by the National School-to-Work Office as “typically a part of career exploration activities in late middle and early high school. A student follows an employee at a firm for one or more days to learn about a particular occupation or industry. Job shadowing can help students explore a range of career objectives and select a career major for the latter part of high school.” Because job shadowing is aimed at helping a student make educated decisions about career choices, students observe only and may not be engaged in productive work at the workplace.

The materials in this package provide examples of discussion, written, and evaluation activities for students before they participate in the job shadowing experience. Examples of training materials are included for school-based coordinators and workplace mentors. Samples of evaluation instruments are also included. The workplace mentor is defined in the School-to-Work Opportunities Act as “an employee or other individual, approved by the employer at a workplace, who possesses the skills and knowledge to be mastered by a student, and who instructs the student, critiques the performance of the student, challenges the student to perform well, and works in consultation with classroom teachers and the employer . . .” The school-based mentor is defined as “a professional employed at a school who is designated as the advocate for a particular student, and who works in consultation with classroom teachers, counselors, related service personnel, and the employer . . . to design and monitor the progress of the School-to-Work Opportunities program of the student.”

Whenever an individual student or groups of students are placed at a workplace, the school district is responsible for ensuring that the site visited is of a safe nature for the learner. Student (s) will need to follow all safety procedures utilized by the business while visiting the workplace. This includes the wearing of hard hats or other protective garments as necessary for the business. All students will have a learning contract that states what is expected of them as well as the school and business. All interested parties will have signed the agreement before a student job shadowing experience. Because career exploration activities are part of a planned academic instructional program for the learner, the school district’s insurance policy covers the unpaid experience. The school district may be requested to furnish a “Certificate of Insurance” showing the school district’s insurance carrier and the amount of liability and accident insurance provided.

## **Critical Success Factors for Job Shadowing**

*It is recommended that job shadowing opportunities begin in grade 5 and continue through grade 10 of high school.*

*Job shadowing should be available to **all students**. This program should not be limited either to those who traditionally succeed in academic environments or those who do not.*

Criteria for success:

Before:

- An orientation session is essential to the success of the program. It is important that all participants understand their roles and expected outcomes of the activity.
- Administrators, teachers, parents and school coordinators involved must have a good understanding of the entire job shadowing process. The work in school before the site visit and post-visit activities are important as the job shadowing itself.
- The school must plan to transport the participating students to each site.
- Students must complete and return the Preliminary Survey before the job shadowing day. This allows students to be placed according to their interests, and the information is very useful to the workplace mentor and the school coordinators when planning the day. Distribute the Student Questionnaire before the job shadowing visit. Students are to complete it during their shadowing experience.

During:

- The job shadowing day should begin with a welcome session, including a brief overview of the company, safety rules, introduction of personnel, and information about the schedule for the day.
- The job shadowing experience should allow students to explore the "the world of work"--it should not overwhelm students with too many details of the job they are shadowing.
- Students learn by doing. Make sure that they are engaged in the experience.
- If the shadowing occurs during lunch, arrangements need to be made to provide a facility for eating at the site.
- The experience is most meaningful to students when they engage in reflection activities both on-site and back at school. Reflection activities should be fun for the students--not intimidating.

- Observe safety procedures. Make sure that students are not exposed to prohibited occupational areas. See child labor laws.
- Provide an opportunity for students to reassemble at the end of the day to provide immediate feedback. (This is helpful in the event any concerns arose during the job shadowing experience).

**After:**

- After the job shadowing day, the school should keep the employer updated on reflection activities done at school and the impact of the job shadowing experience. Employers are often most interested in hearing directly from the students about what they learned. The thank you notes are a key to building a strong relationship between the school and business site.
- The work-based mentors and any other individuals who participated on behalf of the employer should also receive thank you notes from the students.
- Utilize as many publicity media as are readily available to publicize the employers' participation in the job shadowing experience. This will encourage the employers' future participation.

**Before the Students Visit the Site**

## The Role of the School-Based Coordinator

*We are grateful for your willingness to coordinate a meaningful and rewarding job shadowing experience for employers and area students. You are the link between all program partners, without whom the program cannot be successful. The following guidelines will help you coordinate a successful job shadowing program. Thank you for all of your efforts!*

As a site coordinator, you are responsible for:

- recruiting interested employees to serve as **workplace mentors** who will lead students through the half-day experience;
- working with one or more teachers in a local school (s);
- matching students and **workplace mentors** (using the Preliminary Surveys);
- training workplace mentors on the expectations of the job shadowing experience;
- providing access to appropriate work spaces, departments and equipment;
- coordinating on-site reflection exercises for all participants;
- recognizing work-site mentors who participate in your program;
- seeking internal **and external** publicity for job shadowing at your site;
- monitoring the quality of job shadowing experiences through ongoing evaluation; and
- providing the overall energy and enthusiasm to make job shadowing work!

## **The Role of the Workplace Mentor**

*Thank you for your interest in job shadowing! As a workplace mentor, you will spend a half-day orienting a student to the general career major and the world of work. We are very excited about your volunteering to serve as a workplace mentor for a local student and hope you will enjoy this opportunity to help a youth explore the world of work!*

As a workplace mentor, you will be responsible for:

- attending an orientation session;
- linking learning to earning;
- explaining the need for safety and security policies and procedures to the visiting student
- helping the student understand the skills needed for your job and sharing with the student the career ladder opportunities;
- demonstrating and explaining effective work methods;
- being available to the visiting student at all times; and
- completing an evaluation form upon the conclusion of the visit.

How do you know if job shadowing is for you? A great workplace mentor will demonstrate:

- a desire to work with youth and introduce them to the positive aspects of the business;
- an ability to communicate openly and non-judgmentally with adolescents;
- a visible investment in a student's current and future career path;
- ability to work with persons of different educational, economic, cultural, religious, and ethnic backgrounds; and
- ability to discuss skills needed in today's workplace.

## **The Role of the Student**

*Every day you make choices which affect your future career and livelihood. By participating in job shadowing and visiting an employer, you will observe a number of employees engaged in a variety of tasks. You can ask questions of these employees and explore what kinds of work you are interested in and what education and training you will need to reach your career goals.*

As a student, you are responsible for:

- attending a brief orientation session;
- following business safety and security policies and procedures;
- actively participating in the activities structured by your workplace mentor;
- completing a questionnaire during your experience which explores the different components of work at the site; and
- participating in reflection exercises and completing an evaluation form upon the conclusion of the visit.

How do you get the most out of your job shadowing experience? Successful students will demonstrate:

- a willingness to explore a variety of career options and to identify the education that would lead to them;
- a sincere desire to learn about the skills required in the workplace; and
- ability to work with persons of different educational, economic, cultural, religious, and racial backgrounds.

## **The Role of the Teacher and/or School-Based Coordinator**

*We are very excited that you have decided to give your students the opportunity to join employees for a half-day job shadowing experience. We have structured this experience to introduce you and your students to a variety of career skills (with minimal impact on you and your schedule). Please let us know what you think upon the conclusion of your experience. Thank you!*

Teachers and/or school-based coordinators are responsible for:

- informing school personnel, parents and students about the job shadowing opportunities
- acting as a liaison to the workplace mentor
- identifying interested students;
- adjusting class schedules when necessary;
- collecting parent/guardian permission forms and student interest surveys;
- attending an orientation session
- arranging the students' transportation to workplace;
- accompanying students to the site and/or arranging field trip supervision;
- joining a workplace mentor for the half-day experience (optional);
- following all site safety and security policies and procedures while at the site;
- helping to lead reflection exercises
- incorporating career awareness education into students' instruction; and
- completing an evaluation.

# **Sample Workplace Mentor Orientation Agenda**

- I. Introductions
  - C. The school and workplace coordinators
  - D. Employer representatives
  - E. Your fellow volunteer “workplace mentors”
  - F. School partners
  
- II. Goals & purpose of job shadowing
  - A. Providing local students with a meaningful introduction to the world of work
  - B. Connecting education to work experiences
  - C. Giving students a context for decisions about their education
  - D. Fostering positive relations between students and employers
  
- III. Guided tour of the program
  - A. Before the student visits the site
    - 1. Logistics and timeline
    - 2. Roles and responsibilities
    - 3. Program orientation
    - 4. Student survey
    - 5. Consent form
    - 6. Tips for succeeding in the workplace
  
  - B. During the day
    - 1. Logistics and timeline
    - 2. Expectations for the day
    - 3. Student questionnaire
    - 4. Reflection activities
    - 5. Program evaluations
  
  - C. After the visit
    - 1. Student reflection form
    - 2. Thank you letters
    - 3. Publicity

IV. Working with students

- A. General characteristics of students who will be participating
- B. Structuring positive interactions with youth
- C. Social and cultural awareness and sensitivity

V. Wrap-up: Question & answer period

## **Suggested Activities for the Workplace Mentor Orientation**

*As the "Workplace Coordinator," you are responsible for facilitating an orientation for those who have volunteered to be workplace mentors. The following activities are designed to make the "Workplace Mentor Orientation" more engaging and meaningful for the participants. You will not have time to complete all of them. Plan and choose those that you feel will best serve your goals and the needs of your participants.*

### **I. Introductions**

#### *Why Are We Here?*

Have participants introduce themselves. Besides their names and job titles, they should explain why they have volunteered to participate in job shadowing.

#### *When I Was? Years Old*

Have participants introduce themselves. Besides their names and job titles, they should tell a bit about themselves when they were the age of the students who will be visiting. Ask each of them what kind of school they went to and what they knew about the world of work then.

### **II. Goals & purpose of job shadowing**

#### *Refining Our Goals*

Divide into groups. Each group is assigned one goal for the job shadowing. After a brief discussion of the meaning of their goal and its importance, they should brainstorm a set of activities for students visiting the site--focusing on how they can make the goal concrete for the student. Have the groups report their thoughts to each other.

### **III. Guided tour of the program**

#### *Employee Survey*

Have each participant fill out the Preliminary Survey twice. The first time, they should complete it as if they were the age of the students who will be participating at your site. The second time, as they would if asked the same questions today. Discuss the similarities and differences in their two sets of responses.

### *Discussion on Tips for Succeeding in the Workplace*

Divide the participants into groups of four to six. Assign each group two of the "Tips for Succeeding in the Workplace" (see page 22). Depending on how many groups you have, you may need to assign more tips to each group to ensure they are all covered. Have them brainstorm, on how each tip applies to their jobs, focusing on concrete examples. Discuss what they can show or tell the students during their visits that would demonstrate the importance of each tip.

### *Job Shadowing Role Play*

Have the participants find a partner one person in each pair play a student. The student should then interview their partner following the "Student Questionnaire." Remind the "students" to think about the age they are supposed to be. Have them ask follow-up and clarifying questions as they think the students might. Then in the large group, discuss which questions were easily answered which were more difficult. Also, identify those questions that they would best answer through hands-on experience or demonstration rather than an interview format. Stress the importance of active learning during the job shadowing experience.

### *Reflection Activity*

Divide the participants into small groups of four to six. Assign each group a "Reflection Activity." They should then discuss how to structure the job shadowing experience best to prepare the students and themselves for the activity. What parts of the "Student Questionnaire" are most relevant to their activity? What hands-on experiences or demonstrations during the shadowing would enhance the activity? What does the workplace mentor need to know from the student to participate in the reflection activity fully? (Variations: You can also assign one group the "Student Reflection Form," or you can facilitate a large group discussion of it after the small groups have examined their activities.)

## IV. Working with students

### *Group Consultations*

Divide the participants into small groups of four to six. Have one group member describe her or his biggest concern about working with a youth for a day. Another group member describes her or his biggest concern about working with a youth for a day. The other group members may then ask clarifying and follow-up questions. The group should then work together to devise strategies to address the concern focusing on concrete actions a workplace mentor can take. Repeat this for as many concerns as time allows.

### *The Inner Circle*

Divide the group in half. The first half should form a circle facing outward. The second half forms a circle around them facing inward. (Each person should be facing a partner.) Pose a series of questions asking people to reflect on their lives when they were the age of the students you will have on site. Give them a few minutes to discuss a question with their

partners. Then, after each question, have the inner circle take one step to the right so that everyone has a new partner. Some questions you might ask are:

- Describe the school you attended.
- Who were your friends at that age?
- Who were the most important adults in your life?
- Who were your heroes?
- What did you want to be "when you grew up"?
- What were your educational aspirations? Did you expect to complete high school? College? Graduate or professional school?
- What did you know about day-to-day life in the "world of work"?

*Role Plays: How to Work with Various Students*

Divide the participants into pairs. One person in each pair will "play" themselves as a workplace mentor. Give the other a brief description of the student he or she will play. Make sure a variety of personalities and learning styles are represented among the "students." For example, you could have people play a student who:

- is too shy to ask any questions;
- gets bored easily but loves computers;
- talks a lot about him or herself but not about job shadowing; or
- has trouble understanding abstract concepts.

Have each pair role play a brief interaction (introduction and beginning of the day) for the whole group. Discuss how you might structure a job shadowing experience for each "student."

# Student Orientation Agenda

- I. Introductions: What is job shadowing?
- II. Goals & purpose of job shadowing
  - A. You will observe what really happens in the “world of work”
  - B. You will see how what you learn in school is used on the job
  - C. You will learn what skills are needed for a job
  - D. You will meet interesting people in our community
- III. Guided tour of the program
  - A. Before your visit to the site
    - 1. Game plan and timeline
    - 2. Roles and responsibilities
    - 3. Program orientation
    - 4. Student survey
    - 5. Consent form
    - 6. Tips for succeeding in the workplace
  - B. During the job shadowing day
    - 1. Game plan and timeline
    - 2. Roles and responsibilities
    - 3. Student questionnaire
    - 4. Reflection activities
    - 5. Program evaluations
  - C. After returning from the site
    - 1. Student reflection form
    - 2. Thank you letters
- IV. Things to remember while you’re at the site
  - A. The importance of professional behavior
    - 1. How to dress
    - 2. Expectations while at workplace
    - 3. Workplace policies and procedures
  - B. How to learn the most you can
    - 1. Make careful observations
    - 2. Listen
    - 3. Ask questions!
  - C. Courtesy to others
- V. Wrap-up: Question & answer period

## Suggested Activities for the Student Orientation

*As the teacher and/or school coordinator, you re responsible for facilitating an orientation for the participating students in your class or school. The following activities are designed to make the "Student Orientation" engaging and meaningful. You will not have time to complete all of them. Plan ahead and choose those that you feel will best serve your goals and the needs of your students.*

### I. Introductions

#### *When I Go to Work*

Have students introduce themselves. In addition to their names, they should say what careers interest them. If students cannot think of specific careers that interest them, ask them if they have any interests that might affect what they do when they are older. You may even ask specific questions such as:

- Do you like computers?
- Do you want to work outdoors?
- Do you like to write?

#### *Business Introductions*

Model how to introduce yourself in a business context (using proper names, shaking hands, and giving any important information). Group the students in pairs. Have the students role play introducing themselves to their business mentor. One student acts as a "workplace mentor." The other student should introduce herself or himself to the "workplace mentor." Students can then switch roles.

#### *When Do We See People at Work?*

In a large group, brainstorm all the places students see people at work. Try to be as inclusive as possible.

- Have you seen your parents at work?
- Who do you see working at school?
- If you have a job, do you see other people working there?

Keep in mind that much of their familiarity will be with people who serve the public (librarians, food service workers, store clerks, etc. ). Ask them how much attention they usually pay to those people.

- Do you think about what it would be like to have that job? What skills would be required?
- Do you ask people questions about their work?

Explain job shadowing. Discuss the difference between seeing a person work and observing them working.

## II. Goals & purpose of job shadowing

### *How Can We Achieve These Goals?*

Either in a large group or in smaller groups, go through the goals on page one at a time. For each goal, brainstorm related questions that students could ask their workplace mentors and/or things that could be done at school or the business to help achieve the goals. Identify steps to take towards each goal and who can help the students with each step.

## III. Guided tour of the program

### *Asking Questions*

Divide the students into pairs. Choose one student in each pair to be the interviewer. The interviewer should ask the other student about his or her hobbies and interests. The interviewer should then conduct a brief interview about one hobby or interest about which he or she knows very little. You may want to give them some sample questions to ask, such as:

- When did you become interested in (blank)?
- How did you learn more about it?
- What's the most important thing to know about it?
- What do you want to learn about (blank)?

After the interviews, the interviewer should describe the other person's interest or hobby to the rest of the class. If you have time, switch roles and repeat the activity.

## IV. Things to remember while you're at the workplace

### *The Importance of Questions*

Choose three students from the class. Give each a simple diagram. Tell each of them that they must teach the rest of the class how to draw their diagram without drawing it themselves. The first one can only describe the drawing to the rest of the class. They cannot use gestures, answer questions or see what the other students are drawing. The third may describe the diagram using gestures, take questions and see the other students' drawings. Discuss which directions are easiest to follow. Which drawings look most like the original? Did they learn more when they could ask questions? Relate this experience to job shadowing.

### *Role Play: Professional Behavior*

Divide the students into pairs. One person in each pair will "play a mentor." Give the other a brief description of the student they will play. Some roles should model good professional behavior and others should be negative examples. You might assign some of the following behaviors:

- asking a lot of questions from the "Student Questionnaire;"
- not talking at all;
- asking permission to try something; or
- playing with things they have been told not to touch.

Have each pair prepare a brief skit using their roles. In the large group, watch all the skits. Discuss each "student's" behavior. What was appropriate for visiting the workplace? What was not? How would an adult (the mentor) respond to such behavior ?

## **Student Preliminary Survey**

*This is a student survey designed to give your "Workplace Mentor"--your guide throughout your visit at the workplace--some introductory information about you and your interests.*

**Your name:**

**School:**

**Grade:**

Female       Male

1. What are your favorite subjects at school?
  
2. What are your favorite hobbies, sports or activities?
  
3. What careers interest you?
  
4. Have you had any previous job shadowing experiences? If so, where?
  
5. Do you have any work experience? What jobs have you had? Do you currently have a job?
  
6. At what type of business would you like to shadow and why?
  
7. What are your goals for your job shadowing experience?

## Parent/Guardian Consent Form

*Your son or daughter has been invited to attend a job shadowing experience at ( employer). He or she will be assigned to an employee, who will lead them through the various departments of the company. They will discuss a typical work day and explore different aspects of working in the industry. They will then join their classmates, other area students, teachers, and business employees to discuss what they observed and what they learned. Transportation will be provided by (explain).*

### Permission to participate in job shadowing

My child \_\_\_\_\_, may participate in a job shadowing experience which will take place at \_\_\_\_\_ (business name) at \_\_\_\_\_ (city/state) between the hours of \_\_\_\_\_ AM and \_\_\_\_\_ PM.

### Permission to Travel

I understand that my son/daughter \_\_\_\_\_, will travel to the workplace under the supervision of school staff.

### Photo Release

I grant the employer and school permission to photograph my son/daughter for promotional and educational purposes. Yes \_\_\_\_\_ No \_\_\_\_\_

### Medical Authorization

Should it be necessary for my child to have medical treatment while participating in the job shadowing program, I hereby give the school district personnel permission to use their best judgment in obtaining medical service for my child, and I give permission to the physician selected by the school district personnel to render whatever medical treatment he or she deems necessary and appropriate. Permission is also granted to release necessary emergency contact/medical history to the attending physician, or to the business, if needed.

Student's name:

Date of Birth:

Address:

City, ZIP

Home phone:

Daytime phone contact information for parent(s) or guardian:

Contact other than parent/guardian:

Relation to student:

Phone:

Family Doctor:

Phone:  
Preferred Hospital:  
Address:  
Phone:

Does your child require any special accommodations due to medical limitations, disability, dietary constraints, or other restrictions? Please explain.

**I hereby agree to all of the above authorizations and permissions.**

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

**OR**

- I do not wish to give a medical release.**
- I do not wish to release my child's emergency information to any necessary medical providers or the employers if necessary for the medical care of my child.**

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

## **Tips for Succeeding in the Workplace**

*There are two general categories of factors which contribute to an employee's success at a business. First, employees must master a set of specific technical skills and expertise such as computer programming or drafting skills. Second, all occupations require general skills such as problem-solving, communications, interpersonal abilities and computer literacy. During the job shadowing, you will be introduced to employees using both technical and general skills. When you are at the workplace, think about these tips and what it takes--in addition to technical and general workplace readiness skills--to be a top employee.*

1. Be honest.
2. Have a positive attitude. Be friendly, courteous, polite, and cooperative with co-workers and clients.
3. Always be reliable and prompt. Customers and other workers are depending on you.
4. Notify the appropriate supervisor when you are going to be late or absent.
5. If you do not understand something, ask questions or ask for help. It is better to admit you are learning than to make a costly mistake.
6. Respond positively to constructive criticism.
7. Take responsibility for your actions.
8. Give your best effort at all times. If you have completed all of your regular and assigned task, show initiative and seek additional work.
9. Challenge yourself to be a continuous, life-long learner.
10. Always be open to change.

## **During the Job Shadowing Day**

## Student Questionnaire

*To help you get the most out of your visit, we have provided this questionnaire for your experience. Answer these questions as you "shadow" your "Workplace Mentor." Many of your responses to questions will come indirectly from your observations and interactions. If any questions are unclear, discuss them directly with your workplace mentor or your teacher.*

Student's Name:

Workplace Mentor Name:

Department & Job site:

1. What does this department do within the business?
  
2. What does your "Workplace Mentor" do each day?
  
3. What basic skills and knowledge does your "Workplace Mentor" need, and how does she or he use them?
  - Reading
  - Writing
  - Applying mathematics
  - Listening
  - Speaking

4. What technical skills are necessary to perform this job well, and how are they used?
  - Using computers
  - Operating office machines (such as phones, fax machines and copiers)
  - Repairing equipment
  
5. Which of the following problem-solving skills are needed and how are they applied?
  - Organizing and planning
  - Interpreting and communicating information
  - Thinking creatively
  - Making decisions
  - Analyzing problems
  
6. What interpersonal (or “people”) skills are needed and how are they used?
  - Serving customers
  - Participating as a team member
  - Teaching
  - Leading
  - Resolving conflict
  - Working with cultural diversity
  
7. Which of the following self-management skills are needed and how are they applied?
  - Setting short and long term goals
  - Evaluating ones own actions and accomplishments
  - Using constructive criticism
  - Demonstrating refusal skills

- Using time in an efficient and effective way
8. In addition to English, would speaking and writing another language be useful in this job?
  9. Describe two pieces of equipment and how they are used by your "Workplace Mentor."
  10. What are common injuries that have or might occur for employees?
    - What type of injury prevention program is used with employees?
    - What protective devices might be used or required for use by employees?
    - What materials used at the workplace might be considered hazardous and require special care in use?
  11. What education and training did your "Workplace Mentor" have before starting work at the company and what new skills has she or he had to learn since then?
  12. How might this job change in the next five years? The next 10 years?

## Reflection Activities

*During a set period of time during the job shadowing day, the workplace coordinator will facilitate one of the following activities. These activities provide students with the opportunity to reflect on their experience and how it relates to their future education, training and career development.*

### I. Skills interviews

1. The workplace mentor conducts a brief "skills interview" with the student. The workplace mentor should ask the following questions and take notes on the student's responses. ( 10 minutes)
  - If the company hired you today, do you think you would be able to work in the \_\_\_\_\_ department?
  - Which of the skills necessary for that job do you have?
  - How did you get these skills?
  - Which skills would you need to learn in order to do the job?
  - Do you think you can get the necessary skills in high school? If not, where can you get them?
  - How would you plan the next five years of your life if you wanted to work at the company?
2. In groups, the workplace mentor and student should use the interview notes to make the following three lists--simply brainstorm. (10 minutes)
  - Job skills taught in school
  - Job skills that are necessary but not taught in school
  - Resources other than school for the development of job skills
3. The student and workplace mentor then discuss the three lists. (10-40 minutes)
  - How might more skills be included in a high school education?
  - How can students take advantage of skill-learning opportunities outside the regular classroom?
  - What would make these opportunities more attractive and accessible to students?
  - What are the connections between schools and these various resources?
  - How might those connections be strengthened?

## II. Two views of the typical day

1. The workplace mentor and the student describe separately, in writing, a typical day at the workplace mentor's job. This could be quick notes in narrative style, a mock schedule or in any other written form. Stress that this is a free writing exercise and that grammar, style, etc. are not the primary focus for evaluation. No one will see what they write unless they want to share it. (10 minutes)
2. Ask the students and workplace mentors to share their descriptions with each other. It is important that they do this verbally instead of by "trading papers." This will facilitate freer expression in their writing and will encourage a dialogue between the student and workplace mentor. Encourage the students and mentors to ask questions for clarification and follow-up. (5 minutes)
3. Discuss the two versions of the same job ( 10 minutes)
  - What are some things that might happen on a typical day?
  - What are the similarities in the descriptions?
  - What are the differences?
  - What did the student notice about the job that the workplace mentor did not include?
  - Are there aspects of the job either typical or less routine that the student did not see today?
4. Use these comparisons as a springboard for further discussion. The following questions might be suggested to table groups:
  - Are there workplace mentors at the table with the same or similar jobs?
  - How did they describe these jobs?
  - How did the different students who shadowed them describe these different jobs?
  - If a variety of jobs are represented at the table, what makes them different?
  - What are the similarities among the different jobs?

### **Variation**

Have two students compare their job shadowing experiences using the same format.

### III. Skills brainstorm

1. Give everyone a pad of "Post-it" notes. In table groups of six to eight do a silent brainstorm on skills needed in the workplace of today and in the future. Each person writes down these essential skills on "Post-Its" and puts them on a large sheet of paper in the middle of the table. Participants should remain silent during the writing period, but they are encouraged to read the notes others put on the paper.  
(5-10 minutes)
2. Identify when and where these skills can be acquired. Divide another large piece of paper into sections that correspond to those categories (i.e., high school, community college, four-year college, apprenticeship and on the job). As a group, transfer the "Post-Its" from one paper to the other, placing them in the section where they can be acquired. If a skill belongs in more than one place, make duplicate "Post-Its" and put them in all the appropriate sections.  
(10 minutes)
3. Look at the paper and discuss how well the skills are grouped. (10 minutes)
  - What skills seem to fall in their appropriate categories?
  - Which placements do not make sense to you?
  - Is there too much duplication?
  - Which skills should be available in more places than they currently are?
4. Rearrange the skills into a better model. Feel free to add more skills or resources to the new arrangement.

## Workplace Mentor Evaluation Form

*Thank you for participating in the job shadowing! Please complete this brief evaluation of your experience today so that we can continue to improve the program.*

Please rate the following on a scale of one to six (one indicates that you strongly disagree with the statement and six, that you strongly agree).

Statement	Strongly Disagree				Strongly Agree	
I was well prepared to be a workplace mentor	1	2	3	4	5	6
I felt that I was helpful in helping the student understand important aspects of my job	1	2	3	4	5	6
I was at ease interacting with my student throughout the day	1	2	3	4	5	6
I enjoyed my experience and would be willing to do it again	1	2	3	4	5	6
I would recommend job shadowing to other employees	1	2	3	4	5	6
The student seemed well prepared for the shadowing experience	1	2	3	4	5	6

For successful job shadowing experiences in the future:

- What should we continue to do?
- What should we stop doing?
- What should we start doing?
- How could we better support you throughout your experience?
- Any additional comments?

## Student Evaluation Form

*Thank you for participating in the job shadowing experience! Please complete this brief evaluation of your experience today so that we can continue to improve the program.*

Please rate the following on a scale of one to six (one indicates that you strongly disagree with the statement and six, that you strongly agree.)

Statement	<b>Strongly Disagree</b>				<b>Strongly Agree</b>	
My job shadowing experience helped me to think about career options.	1	2	3	4	5	6
I learned what the general expectations are for all employees at the site.	1	2	3	4	5	6
I enjoyed my workplace experience.	1	2	3	4	5	6
I would recommend the workplace for other student job shadowing experiences	1	2	3	4	5	6

Indicate name of site:

For successful job shadowing experiences in the future:

- What should the employer continue to do?
- What should we stop doing?
- What should we start doing?
- Will the job shadowing experience change what you do when you return to school? How?
- Any additional comments?

## Teacher Evaluation Form

*Thank you for participating in the job shadowing! Please complete this brief evaluation of your experience today so that we can continue to improve the program.*

Please rate the following on a scale of one to six (one indicates that you strongly disagree with the statement and six, that you strongly agree.)

Statement	<b>Strongly Disagree</b>				<b>Strongly Agree</b>	
I believe job shadowing has been a worthwhile experience for my students.	1	2	3	4	5	6
I have found linkages between my curriculum and the job shadowing site.	1	2	3	4	5	6
The materials supplied were useful.	1	2	3	4	5	6
I would like to participate in job shadowing again with future students.	1	2	3	4	5	6
I would recommend job shadowing to other school personnel.	1	2	3	4	5	6

For successful job shadowing experiences in the future:

- What should we continue to do?
- What should be stop doing?
- What should be start doing?
- How could we better help you use job shadowing at your school?
- Any additional comments?

## **After The Job Shadowing Visit**

## **Student Reflection Form**

*Now that you have completed your job shadowing experience, you will want to take some time to think about your future career plans. To start this process, respond to the following questions.*

- Describe the department you visited.
  
  
  
  
  
  
  
  
  
  
- What type of work activities did you observe during your job shadowing experience?
  
  
  
  
  
  
  
  
  
  
- What did you like best about your job shadowing experience?
  
  
  
  
  
  
  
  
  
  
- What did you like least about your job shadowing experience?
  
  
  
  
  
  
  
  
  
  
- What surprised you most about what you observed, heard, did and/or learned?
  
  
  
  
  
  
  
  
  
  
- If you wanted to work in the department you visited, what might you do to prepare in the next five years both in high school and afterwards?
  
  
  
  
  
  
  
  
  
  
- Would you consider a career in the career area you visited? Why or why not?

## Writing a Thank You Letter

*Thank you letters are an important business courtesy. When you tell people how much you appreciate good things they have done, you reward them for their efforts, make a good impression, and encourage them to repeat their participation.*

It is important to thank your "Workplace Mentor" for the time and effort they have given to help you in career exploration. The following is a model for a thank you letter. On a separate sheet of paper, write your own letter and send it to your "Workplace Mentor" or pass it along to your teacher and/or school coordinator to send it to them, based on the instructions you have been given.

{Date (month day, year)}

{Your Mentor's Name}

{Your Mentor's Title}

{Your Mentor's Department}

{Name of Company}

{Street Address}

{Suite, Floor or Room Number}

{City, State Zip Code}

Dear {Mr., Mrs., or Ms. (Workplace Mentor's Last Name)}

{Paragraph 1: Thank your Workplace Mentor for his or her time and helpfulness.}

{Paragraph 2: Tell him or her why the experience was important to you. Share some of the things you learned through the job shadowing experience}

{Paragraph 3: Add anything else you would like to say.}

Sincerely,

{Sign your name}

{Print your Name Below Your Signature}

