

BUSINESS FORMS

JOB SHADOWING

BUSINESS HANDBOOK

Welcome

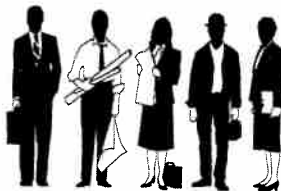
We appreciate your participating in the Job Shadowing Program. This handbook has been prepared to give you an overview of the program and to explain your role. We hope the experience of helping our students make eventual career choices is as enjoyable for you as it will be beneficial for our students.

Thank you for your time and expertise.

(Name or teacher(s) and/or administrator)

Program Design

Students will spend from four to eight hours shadowing an individual or group of people in a chosen career area. The experience will be coordinated closely by the instructor of (name of school) High School. If at any time you have questions you may call:



Program Purpose

To facilitate academic and applied skill preparation for today's careers through observation and communication with today's workforce.

- To provide an awareness of a variety of education opportunities and career options.
- To utilize resources within the community.
- To identify core abilities required in a chosen career.
- To make secondary education more relevant.
- To increase student motivation.
- To help students set realistic career goals.

The Day of the Visit

The shadowing experience has been arranged to allow students to view “a day in the life of the employee,” which should go beyond just a tour. The following suggestions will help make it an enjoyable day for you and the student.

- Start the shadowing with an explanation of your job, the training or education you needed to be in the position, a demonstration of what you do, a discussion of any other related jobs within the company that may need the same training as yours, and/or other areas of the company that have unique training the student might not even be aware of.
- Visuals are worth a thousand words:
 - Show and explain any equipment you use and if possible demonstrate.
 - If you can, allow the student to sit in your place and actually perform a function.
- Sometime during the shadowing experience give the student a brief tour to provide an overview of your company. A good approach would show the student the process of your product or service from its conception or entry to its completion or exit.
- You may wish to have students shadow with more than one staff member. You may wish to emphasize different aspects with each person shadowing (i.e., training requirements, work conditions, advantages/ disadvantages, job duties). You will want to keep the youth interested and involved. Some other activities could include:

Attend a quality circle or staff meeting.

Provide mock activities for students to do that are related to your job.

Let the student interview your co-workers, bosses, or subordinates to see their relationship to your career/job.

Discuss your top three priorities for the day the student is shadowing.

Discuss an ethical question with student related to your job (i.e., environmental concerns).

Show how core abilities or transferable skills are essential to their success in any job:

work productively
learn effectively
communicate clearly
work cooperatively
act responsibly
value positively
think critically and creatively





When Speaking with Students

Be sure to escort students to and from your area from an easy entry spot in the facility.

- Try to provide uninterrupted time at the beginning.
- Adapt an informal conversational speaking style. Try not to patronize students.
- Encourage questions (some students may be too embarrassed to ask for an explanation of something they do not understand). You could preface an answer with “That’s a good question.”
- Reinforce confidentiality requirements, if any, either at the beginning or end of your visit. Try to give concrete examples of what cannot be repeated.
- Provide guidelines for expected behaviors (i.e., “we will need to be quiet in this area because . . .”).
- Pay attention to non-verbal signals.
- Students may either be very shy or very vocal. Both may be an act to cover up nervousness. If they are too talkative, remove them from the situation and try to talk to them about it. If they are too quiet, initiate the conversations—perhaps with open-ended questions included in this insert.
- Lack of enthusiasm does not always mean the student is bored or uninterested. They may be naturally shy, nervous, overwhelmed, or embarrassed about their lack of understanding.
- Stress how high school academics relate to career(s) in your area (i.e., math, science, reading) and classes they should take in secondary school.
- Try to relate to students those abilities that are transferrable to all careers in your area (i.e., clear communication, cooperation, responsibility, critical thinking, team work, etc.)
- Give an honest view of your career, job and/or training including good, challenging, and undesirable parts.

Questions Students May Ask

The Job

What are the job duties?

Do you supervise others? Who?

What positions do you report to?

Where else would you find this job?

What are the opportunities for advancement?

What changes are expected in your job field in the future?

What part do unions play in your job?

What is the salary range?

Does this include overtime pay?

Does geographical location, experience, special skills, or level (i.e., management) affect the pay?

Training

What are the educational requirements?

How often do you need to update your training?

What kind of training did you receive on this job?

Was your classroom training adequate for this job?

What other kind of specialty or training would be an asset to have in addition to your training?

Other Qualifications

What are the entry-level requirements for a position in this department?

What are the licensing requirements for your job?

What are the physical requirements?

What are the attitudes needed?

What other jobs have you had that helped prepare you for your current job?

Working Conditions

What kind of stamina or mobility are required?

What are the work hazards associated with this job?

Do you work alone or is this a team effort?

Does this job have on-call potential?

How does your job vary from hour to hour, day to day, month to month?

How do environmental or economic conditions affect this business, and/or your job?

What kind of ethical issues do you deal with on your job?

What kind of stress is involved in this job?

Advantages-Disadvantages

What do you find most rewarding and enjoyable about this job?

What are the least pleasant parts of this job?

How does your job affect your time away from work?

Miscellaneous

How would you define a good employee?

How are employees evaluated?

What work habits are required for this job?

Career Decisions

How did you decide on this job/career?

Did you have any role models or influences?

How will this job help you in a related job?

What additional skills are you gaining on this job?

Ask for Advice

What middle school or high school classes do you feel are important to prepare for training?

How do non-paid experiences help me in this career?

What other advice can you give a student?

Thank you.

Please return your Evaluation Form as soon as possible so we may give feedback to the students in a timely manner.

If you have any questions, please call:

ACKNOWLEDGMENT FORM

Name of business _____

Name of person/s with whom students are shadowing _____

_____ Phone _____

Name of student/s _____

Time period student/s will meet with you _____ to _____
(minimum of 4 hours requested)

Please reply by fax, phone or return mail no later than

to

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OUTREACH LETTER

Date

<<Sal>> <<First Name>> <<Last Name>>
<<Title>>
<<Company>>
<<Address>>
<<Address2>>
<<City>>, <<State>> <<ZIP>>

Dear <<Sal>> <<Last Name>>:

We are hoping students from (school district) will see their shadow on (date) for our first annual Ground Hog Job Shadow Day. The (name) Partnership Job Shadow is a collaboration between the Chamber of Commerce and the (name of school district).

Shadowships are a great way to introduce students to the world of work, to teach them about job opportunities, to stimulate career exploration, and to promote a stronger linkage between working and learning—both in the classroom and at the workplace.

We are recruiting people who are willing to have a student “shadow” them on (date). Agreeing to be shadowed means you will host a student from (time). During that time, students will be assisting and observing you to learn more about the nature of your job. We are especially interested in students learning about occupations and the education and training needed to qualify for your position as well as other positions within your company.

It may seem early to be thinking about Ground Hog Day, but we need this lead time to minimize the glitches. We decided to start early and have employer recruitment completed no later than (date), if possible. This will allow us ample time to match students up with their shadows and prepare parental permission slips. The success of this event depends on you. We hope that you and/or your company will join others from across the city who will be celebrating Ground Hog Day in a very special way. To be “shadowed,” please complete the acknowledgment form, leaving the student’s name blank. For more information, please contact (name and phone).

Sincerely,

Name
Title of organizer

Name
Title in Chamber of Commerce

SCHOOL CONFIRMATION LETTER

<<Date>>

<<Sal>> <<First Name>> <<Last Name>>
<<Title>>
<<Company>>
<<Address>>
<<Address2>>
<<City>>, <<State>> <<ZIP>>

Dear <<Sal>> <<Last Name>>:

Thank you for volunteering to have a student shadow you from (time) on (date). I am enclosing a *Business Handbook* which includes information on the following topics:

Program Design

Program Purpose

The Day of the Visit

When Speaking to Students

Questions Students May Ask

Evaluation Form

Please call me if you have any questions regarding the Ground Hog Job Shadow Day. We are looking forward to a very productive and fun day. Thanks again for your help with this event.

Sincerely,

Name

Title

STUDENT CONFIRMATION LETTER

(Type in Name and Address of Company)

Dear

One of the goals of the (school name) High School district is to implement programs in career education. In accordance with this goal, (grade level and class title) would like to participate in a Job Shadowing experience. I would like to thank you for agreeing to have me spend time with you on _____, to learn about your profession. We are enclosing a packet of information that will further acquaint you with the program. Included are:

- An acknowledgment form with information that can be faxed, phoned or mailed back to the high school no later than (Date)_____. **I cannot be released from school for the shadowing visit if the information is not received.**
- A *Business Handbook* with additional information about the program.
- An evaluation form to be returned after my visit. This is very important information for the school to receive so we may continue to improve the program.

I will be calling you within the next five days to discuss the length of my visit (4-8 hours required), appropriate dress, parking instructions and any other items that you think are important. One or more students may be contacting you because several students involved in the program may have similar interests. If this is the case, one acknowledgment with all names included will be sufficient.

Again, thank you for sharing your time and expertise with me. I look forward to meeting with you on (date).

Sincerely,

(Student's name)

GUIDELINES FOR BUSINESS/INDUSTRY PARTICIPANTS

1. Hands-on activities are the best. Students learn by doing.
2. Give your student some sample job descriptors for yourself and others in your department.
3. Remember that shyness or false bravado is often used as a defense mechanism; don't take it personally.
4. Think of ways to have your student feel comfortable in a new and unfamiliar environment, i.e.,
 - Introduction to co-workers
 - Outline of how the morning will look
 - Location of restrooms
5. Frequently use your student's name and make sure the student knows and remember yours (supply your business card).
6. Set up an activity that creates a sense of independence, i.e.,
 - Have your student make a phone call for you to set up an appointment or research a topic.
 - Allow your student to "follow" a piece of paperwork through its normal cycle in your department.
 - Set up a scavenger hunt that requires your student to go to several locations to get some information for you.
7. Schedule a break for your student and eat lunch with them as well.
8. Please return the student's evaluation as soon as possible.
9. Most of all, have fun!