

INSTITUTE FOR ALTERNATE DEVELOPMENT

Measuring Human POTENTIAL



BOOKLET D

A COMPREHENSIVE BOOKLET

FOR PARENT AND CHILD

OUTLINING THE IMPORTANT FIELD OF

JOB SHADOWING

[READ THIS BOOKLET IN CONJUNCTION WITH

BOOKLET B – REFER TO PAGES 8-12]

REMEMBER

NO LEARNER CAN ENGAGE IN CAREER PATHWAYS IF

***JOB SHADOWING* IS NOT UNDERTAKEN**

JOB SHADOW CHECKLIST

Place of Job Shadow	Name of Job Shadow Host
Telephone #	Address

To get credit for job shadow requirement for graduation, you must successfully complete each of the following tasks:

<u>To be completed</u>	<u>Date Due</u>	<u>Advisor Initials to Indicate Task Is Complete</u>
PRIOR TO JOB SHADOW		
<input type="checkbox"/> Select a job shadow site	_____	_____
<input type="checkbox"/> Call to schedule job shadow and obtain required information	_____	_____
<input type="checkbox"/> Create a list of questions for job shadow	_____	_____
<input type="checkbox"/> Turn in parent permission form	_____	_____
AFTER JOB SHADOW		
<input type="checkbox"/> Turn in job shadow questions	_____	_____
<input type="checkbox"/> Turn in job shadow reflection sheet	_____	_____
<input type="checkbox"/> Send thank you to job host	_____	_____
<input type="checkbox"/> Share job shadow experience with advisor or advisor group	_____	_____

**REFER TO BOOKLET B [PAGES 8-12] FOR THE SECTION ON RELEVANT
QUESTIONS TO ANSWER WHILST UNDERTAKING JOB SHADOWING**

WHAT IS A JOB SHADOW?

A job shadow is a worksite experience during which a student spends time one-on-one with an employee observing daily activities and asking questions about the job and industry. Students' complete written assignments before, during, and after the job shadow to help them understand and reflect on what they see, hear, and learn at the workplace. When appropriate, students do hands-on tasks at the worksite.

A job shadow gives a student a meaningful introduction to the world of work and provides a context for understanding the connection between school and careers. Specifically, a job shadow helps a student accomplish the following:

- Begin to identify career interests.
- Observe the daily routine of adult workers.
- Gain awareness of the academic, technical, and personal skills required by particular jobs.
- Develop and apply communications skills by interacting with and interviewing workers.
- Realize that different jobs are characterized by different work cultures and working environments.
- Begin to understand the connection between school, work, and achieving goals.

MAINE LEARNING RESULTS, CAREER PREPARATION

PREPARING FOR THE FUTURE

- Analyze skills and abilities required in a variety of career options and relate them to their own skills and abilities.
- Demonstrate an understanding of the relationship between the changing nature of work and educational requirements.

INTEGRATED AND APPLIED LEARNING

- Demonstrate an understanding of the integration and application of academic and occupational skills in school learning, work, and personal lives.

STUDENT PHONE SCRIPT TO ARRANGE A JOB SHADOW

Hello, my name is _____. May I speak to
(*student name*)

_____? I am a student at MDI High School.
(*name of potential host*)

We have a job shadow day on _____.
(*date of job shadow*)

I am interested in _____.
(*career interest*)

Would it be possible for me to shadow you for the day?

If the answer is NO:

Then respond: Okay, thank you for your time.

If the answer is YES:

Then respond: Thank you. What time should I come?

Where should I meet you?

What should I wear?

Is there a place where I can purchase lunch or should I bring a lunch?

Could I have your mailing address? My advisor will be sending you a confirmation and some information about the day in the mail.

Thank you. I look forward to meeting you and learning about your job.

JOB SHADOW HOSTS: TALKING ABOUT YOUR WORK

Job shadow hosts often ask, "What do *I* have to offer?" The answer: THE WISDOM OF EXPERIENCE. If you've ever said, "If I had only known then what I know now..." this is your opportunity to share those gems of wisdom.

Tell students what you *personally* get from your job and why you chose your line of work. Talk about the other people you work with and how your job relates to the community, who depends on your work and why. Mention other people in the community who do similar kinds of work. Stress equality of career opportunities for both girls and boys, regardless of race or other stereotypes.

WHAT YOU DO

- Job description:
 - Major tasks, sub tasks
 - Equipment or tools you use
 - Description of your typical day
- What you like and dislike about the job
- What you would change if you could
- Avenues available to you for making suggestions on the job

WHAT YOUR WORK IS LIKE

- Working hours
- Salary range, fringe benefits (health insurance, retirement, credit unions, etc)
- Communication skills you use—reading, writing, speaking
- Kinds of thinking you do (critical thinking, problem solving, decision making)
- History of this kind of work
- Why you chose this type of work
- Underlying attitudes and values important to your job
- Interpersonal skills you find most important and why

HOW IT AFFECTS YOUR PERSONAL LIFE

- Family time
- Leisure time
- General health, tension-fatigue vs. stimulation-fulfillment-increase in energy.
- Job-related skills you use

- Jobs/products/industries
- Where else in the community your kind of work is done
- Government regulations affecting your work

THE FUTURE IN YOUR FIELD

- Degree of opportunity for women and men
- Opportunities for advancement
- Personal qualities needed
- Employment projections; effects of technology and new knowledge on your work
- Effects of the country's economic condition on your job
- Other jobs you could do with the same skills

JOB ENTRY

- How you got started in this job
- Other jobs you have held
- Skills you already had that you use now; how you acquired them

Show students examples of what your job requires you to read, write and compute. Students will be interested in seeing the practical application of what they are learning to what different people do for a living. For example, here's how one occupation, a chef or baker, can be related to different school subjects and skills. **Analyze your own job in a similar way:**

School Subjects and Skills	Job Skills of Chef/Baker
Reading	Interpret recipes
Mathematics	Weigh/measure (fractions, equivalents)
Communications	Take orders
Science	Understand yeast growth, food properties
Social Studies	Regional foods, interest; history of foods; market value or product
Humanities	Gourmet foods, foreign terms
Health/PE	Nutritional values, lift heavy items
Industrial/Technical	Kitchen design
Business/Office	Balance budgets
Human Relations	Deal with customers

SUCCEEDING IN THE WORKPLACE

~ TIPS FOR STUDENTS ~

Appropriate behavior at the workplace is important whether you are participating in a job shadow or you are a permanent employee. The following tips will help you have a successful experience at the worksite:

1. Be honest.
2. Have a positive attitude – be friendly, courteous, polite and cooperative with workers and clients.
3. Be reliable and prompt.
4. Notify your job shadow host and the school if 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.
9. Challenge yourself to be a lifelong learner.
10. Always be open to change.

DAY OF THE JOB SHADOW

~ INSTRUCTIONS ~

1. Show up on time - arrive 10-15 minutes early! If you are sick or having a problem, call your host immediately to inform him/her you will be late or unable to attend.
2. When you arrive, introduce yourself and ask for the person you will be shadowing. While you are introducing yourself to your host, shake his/her hand.
3. Give the employer the Employer Evaluation form and return envelope.
4. Dress appropriately, be polite, and try to make a good impression for yourself and the school.
5. Listen carefully and observe. Complete the Job Shadow Observation Sheet.
6. At the appropriate time, ask questions. Use the Job Shadow Question Sheet. Also, feel free to ask additional questions.
7. Demonstrate good manners and language. Do not chew gum. Use friendly smiles and bring an enthusiasm for learning.

PARENT/GUARDIAN JOB SHADOW PERMISSION FORM

My son/daughter.....has permission to participate in job shadowing- a work-based learning experience.

Student's Name:

Work site:

Work site host:

Work site phone:

In case of emergency

Parent/Guardian's Name:

Day Phone:

Emergency Contact No:

Family Physician:

Phone:

Iparent/guardian of

Grant my child permission to undertake this job shadowing exercise. I will be responsible for the transportation of my child to and from the job shadow work site. I understand that this exercise is voluntary and thank the job shadow host for allowing my child to undertake this research opportunity.

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Parent/Guardian Signature

Date