

Mercer County
Career Connections

JOB SHADOWING
HANDBOOK

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TABLE OF CONTENTS

Introduction	
What is Career Connections?	
Workplace Readiness Skills	4
Experiential Learning	5
Job Shadowing Experience	
Expectations	6-8
Student Responsibilities	9-14
Thank You Letter Guidelines	22
Important Student Rules.....	19
Dress Code for Safety and Success.....	21-22
Student Forms to be completed	
Job Shadow Checklist	15
Job Shadow Consent Form.....	16
Student Contract and Teacher Consent Form.....	17
Student Question Sheet	18-19
Student Reflection Sheet	20-21
Workplace Host Evaluation Form	23

Introduction

In the workplace, there are no textbooks with questions to be answered at the back of each chapter. Instead, workers learn by doing, acquire knowledge necessary to complete projects, and improve skills through daily use. Experiential or work-based learning provides a link between school years and lifetimes as adult workers. Students in work-based learning programs obtain the following benefits:

Learn about job possibilities by “shadowing” workers, visiting in different departments, and discussing work and life with adult mentors;

Experience the workplace environment first-hand through a variety of activities including volunteer work, internships, and paid work experience;

Apply academics to real tasks performed in the workplace and participate as productive employees;

Identify personal strengths, weaknesses, likes, and dislikes;

Acquire the skills necessary for successful careers;

And formulate goals and plans for a future previously unimagined.

According to the WV Assistant State Superintendent of Schools, Division of Technical and Adult Education Services, we must give students quality “real life” experiences so that they can graduate from high school prepared to be successful in post-secondary education, work, and life. Our students must be able to compete in the global job market of the 21st century. Experiential learning can help students become more engaged in the classroom by connecting academic and career/technical material with the workplace and life.

WORKPLACE READINESS SKILLS

“GET A LIFE” FINANCIAL EDUCATION GAME

Get a Life is the newest component of State Treasurer John Perdue’s financial education initiative, NetWorth. The game offers a hands-on approach to financial education by allowing students to earn a salary, budget their monthly bills, and shop for essentials. Get a Life involves approximately twenty-five business and community leaders who play roles such as insurance agent, car salesman, realtor, doctor, and several others. Students are given ledger sheets and “life“cards which describe their job, family, annual income, and monthly salary. They are required to visit each of nine stations to purchase essentials such as a car, house, insurance, groceries, utilities; they may also purchase luxury items if their budget allows. Each time they visit a station, they must list the expenditure on their ledger sheet and deduct it from their monthly income, trying to stay within their budget.

EDUCATIONAL DVDs

Ethics at Work - This DVD discusses ethical behavior, company policies, and unethical co-workers

Respect Rules - Students see examples of how to be respectful, what common courtesies are important, how to be professional, and how to show true character.

Grooming, Dressing, Body Language - Although part of the information on this DVD may seem to be common sense for some, others may profit from it. Students will be acquainted with the following topics: grooming, fragrances, facial hair, make-up, tattoos/body piercings, body language, and verbal communication as they relate to professional business behavior.

EXPERIENTIAL LEARNING

Experiential Learning consists of educational activities that assist students in the following: gaining an awareness of the workplace; developing an appreciation of the relevance of academic subject matter to workplace performance; and gaining valuable work experience and skills while exploring career interests and abilities. **Students are eligible to participate in the following activities upon completing the Workplace Readiness Seminar and meeting eligibility requirements.** Students must complete any one of the following:

Job Shadow: A work-a-day experience, typically four to five hours, during which a student spends time one-on-one with an employee observing daily activities and asking questions about the job and workplace.

Industry Project: A cooperative work-site project completed under the supervision of a professional educator along with a business partner, as part of a class.

Job Skills Project: A cooperative venture between the high schools of Mercer County, the Career Connections Office, and selected volunteer businesses which allows select students to spend 50 hours at the work site developing job skills and becoming productive members of a work-site team.

Internship: An experience of 100 hours during which a student completes a planned series of activities, set of learning objectives, or project(s) designed to give a broad understanding of a business or occupational area. This experience culminates in a demonstration of learning through a product.

Community Service Learning: A minimum of 100 hours spent in volunteer work with non-profit agencies which will provide youth the opportunity to gain employability and work skills outside the classroom; ex. candy striper, Sunday school teacher. This experience culminates in a demonstration of learning through a product.

Clinicals - Coop Education: On-the-job training relating to an area of technical study based on objectives jointly developed by the educator and the employer.

Apprenticeship: An opportunity provided through agreements with the Bureau of Apprenticeship and Training, whereby students begin technical training during their junior year in high school, begin working the summer before their senior year and continue academic and technical study and work during their senior year. Students continue the apprenticeship program after high school graduation. Upon completion of apprenticeship training, they receive the journeyman-level credential.

JROTC III and above provides students with a wide variety of work-based, life, and academic skills and experiences. This experience requires instructor approval and verification.

Workplace Computer Simulations are provided for students for whom a work-site experience would not be beneficial or suitable; ex. Classroom, Inc. (Must be completed after school hours or at a time set by the school.)

JOB SHADOWING EXPERIENCE

Grades 9 - 10

DEFINITION:

The job shadowing experience is an opportunity for Mercer County students to spend approximately three to five hours at a business, non-profit organization, or government agency that has been approved as a Mercer County Schoolsⁿ business partner. The objective is to provide a student with an opportunity to learn as much as possible from someone working at a job in which the student has expressed an interest.* By “*shadowing*” a worker, the student will get a first-hand perspective of what adults do in the world of work. Additionally, the student will better understand the process of career exploration as he/she identifies possible career interests, skills required for particular jobs, different work environments, the importance of achieving goals, and the connection between school and work.

*Please note: 1) Some occupations or career interests may not be available to shadow in this region or 2) are not cooperating businesses. All students will be placed in an area as close to their interest as possible. Please remember, students **WILL** learn valuable, transferable work skills in **EVERY** workplace.

EXPECTED OUTCOMES:

During job shadowing, host employers are encouraged to perform normal work activities with a willingness to talk with students and answer questions about their work and its significance in the organization. Students are not expected to do a day of “*real work*,” but there may be opportunities that allow for a brief contribution.

EXPECTATIONS OF STUDENTS:

1. Accept responsibility for completing all requirements of the Job Shadowing Program.
2. Meet the following eligibility requirements:
 - A. Successfully complete Workplace Readiness Seminar.
 - B. Complete Job Shadow Application.
 - C. Have an overall grade average of 2.0 or better.
 - D. Have fewer than 10 absences during the preceding school term.
 - E. Exhibit appropriate behavior for the workplace.
 - F. Have signed Consent Form from parent/guardian(s) and teachers.
3. Complete all **Before, Day Of, and Day After** student responsibilities in order to receive a certificate of job shadow completion (see pages 17-25).
4. Follow all Student Rules (see page 13).
5. Dress and behave appropriately at all times (see page 15-16 for Dress Code).
6. Have chosen a career cluster.

EXPECTATIONS OF PARENT/GUARDIAN(s):

1. Assist the student in meeting the requirements of the Mercer County Schools Job Shadowing Program.
2. Sign Consent Form, page 19, and provide emergency information.

EXPECTATIONS OF EMPLOYERS:

1. Cooperate with the Career Connections office to arrange enriching, effective work-based experiences for students.
2. Follow the Job Shadow Host Fact Sheet which outlines the role and suggested activities for a job shadowing experience.
3. Complete a Job Shadowing Workplace Host Evaluation Form to provide on-going feedback and refinement of the work-based experience for students and employer.
4. Notify the Career Connections office of any students who are absent on a day they were to job shadow.

EXPECTATIONS OF PARTICIPATING SCHOOLS:

1. Assist the students with the development of their portfolios, provide storage, and transfer the portfolios as needed.
2. Prepare students for the job shadowing experience and monitor student participation.
3. Debrief students after job shadowing experience.
4. Coordinate thank you notes.
5. Check handbook for completion of assignments and document/verify that requirements have been met by marking the Job Shadow Checklist page.

EXPECTATIONS OF CAREER CONNECTIONS OFFICE:

1. Locate, make initial contact with, and get Board approval for business partners.
2. Contact and arrange job shadow placements with businesses.
3. Arrange transportation utilizing school buses or alternate arrangements as needed.
4. Provide Workplace Readiness Seminars.
5. Maintain coordination of Career Connections program with designated school contact person.
6. Record completion of Experiential Learning on WVEIS.

JOB SHADOW

STUDENT RESPONSIBILITIES

Remember that job shadowing in a workplace is a privilege. Employers have volunteered to participate with Career Connections because it is important to your future, but remember they are busy and still have a job or service to perform. Respect them and show that you are **INTERESTED** in what they are teaching you. You must fulfill the following responsibilities to participate in job shadowing:

BEFORE JOB SHADOW:

1. **Satisfactorily complete** all job shadowing eligibility requirements (see Expectations of Students, page 5).
2. **Read** the Job Shadowing Handbook and sign the Student Contract and Teacher Consent Form.
3. **Cooperate** with teachers, Career Connections facilitator, or school contact person to determine an appropriate job shadow placement for you. **Be sure to notify your teacher or Career Connections facilitator of any special circumstances that may affect your job shadow placement.** (e.g., pregnancy, special accommodations, etc.).
4. **Work** with your Career Connections facilitator, teacher, or school contact person regarding your job shadow placement site, time, and date. Any transportation needs other than school buses will need to be arranged at this time.
5. **Complete and have your parent/guardian(s) sign the Job Shadowing Consent Form and return immediately.**
6. **Notify** your classroom teachers that you are scheduled to Job Shadow on a certain date by arranging for make-up work and having the teacher sign the Teacher Consent form. You will be responsible for all makeup work.
7. **Review and initial** the tasks as you complete them on the **Job Shadow Checklist**.
8. Get a good night's sleep, eat breakfast (to reduce chances of fainting), and prepare to represent yourself and your school well tomorrow! This is another step toward a successful future!

THE DAY OF JOB SHADOW:

1. **Show up on time!** If you are sick or having a problem, be sure to call your contact person at the **workplace** and tell him/her that you will be late or unable to attend. Also, call your **school** and inform them of your problem.
2. Dress appropriately, be polite, and try to make a good impression for yourself and your school. **(Hats or shorts may not be worn during job shadowing. See the Job Shadow Dress Code.)**
3. When you arrive, introduce yourself and ask for the person you will be shadowing. Upon meeting your host, introduce yourself, shake his/her hand, and be sure to make eye contact. **Be sure to write down the complete name, job title, and business address of those you job shadow for your thank you letter.**
4. Listen carefully and observe. Record your observation, and at the appropriate time, ask questions from the Job Shadow Question Sheet or questions of your own.
5. Act interested even if you find that you do not like the job. Not everyone is going to like EVERY job EVERY time, but everyone can learn SOMETHING EVERY time -- even if it is what you DO NOT want to do! Remember, your host is giving up valuable time to help you and placements for future students may depend on your behavior.
6. Do not make inappropriate comments. Employers expect positive communication and behavior.
7. **CONFIDENTIALITY** is extremely important in many work sites. Please be sensitive to this and follow any confidentiality requirements businesses may have.
8. Complete the **Student Reflection Sheet**.
9. Be sure to leave the “Workplace Host Evaluation Form” (page 27) for the business/employer to complete and mail/fax to the Career Connections office.

THE DAY AFTER JOB SHADOW:

1. Be sure you have completed all questions as thoroughly as possible in order to receive credit. Turn in all required paperwork to the appropriate contact.
2. Your thank you letter should be composed on unlined paper using the Thank You Letter Guidelines on the next page.
3. Turn in your thank you note. If the thank you note is satisfactory, it will be mailed to the employer for you. If the letter is unsatisfactory, you will be asked to rewrite the letter until it is satisfactory.
4. Share your job shadowing experience with your parent/guardian(s), teacher, class and/or Career Connections Facilitator.
5. It is your responsibility to make sure you have completed **ALL** requirements satisfactorily. Just as you would not receive pay in the work world for a job only half completed, you **WILL NOT** receive credit for job shadowing if you do not complete all forms and ALL requirements. If you are not sure, it is your responsibility to ask!

JOB SHADOW

IMPORTANT STUDENT RULES

1. You must have **written permission from your parent/guardian(s)** (Job Shadow Consent Form, page 27) before you can participate in job shadowing.
2. You must satisfactorily complete **ALL** student requirements, expectations, and responsibilities.
3. Under no circumstances are you to simply **“not show up.”** In the event that you are unable to attend, please call your employer contact and your school.
4. All rules of conduct that exist in school will also exist during the job shadowing experience. Any student who breaks the rules will be disciplined in the same way they would be at school. Smoking **WILL NOT** be tolerated.
5. Remember that you represent your school and that your conduct during job shadowing will affect your classmates and others in the building. If you are negative and make a bad impression, we ALL suffer. If you make a good impression, everyone succeeds!
6. **If you have ANY questions about job shadowing, please ask your teacher or the Career Connections Facilitator.**

JOB SHADOW

DRESS CODE FOR SAFETY AND SUCCESS

Note: Dress code is set by the business.

Personal Hygiene

Hair must be clean and well-groomed (brushed or combed).
Keep your hair in a suitable style. Long hair may be a safety hazard around some equipment and should be tied back.
Bathing and use of deodorant is a daily necessity.
Scented products must be kept to a minimum (perfumes, colognes, etc.).
Oral hygiene must be a part of the student's daily health routine.
Facial hair must be trimmed and neat.

Jewelry

Accessories and jewelry must be worn in moderation.
Visible body piercing other than earrings must be covered or removed during work-based/laboratory/clinical periods.
Loose fitting accessories should not be worn in programs where it may cause a safety hazard.
Tattoos must not be displayed. If normally visible, they should be covered.

Clothing

Pants and skirts must be worn with belt line at the waist.
Pants must not extend lower than the top of the heel.
Belts should be worn and must not hang loose beyond 2 inches past buckle.
Skirts must extend below mid-thigh.
Profane/sexually suggestive/controversial writing, drawing, or pictures on clothing must not be worn.
Pants, skirts, blouses, and shirts with holes must not be worn.
See-through pants, skirts, blouses, and shirts must not be worn.
Shirts and blouses must be long enough to reach the top of pants or skirt. No bare midriffs.
Cleavage must not be shown.
Clothing displaying logos, brands, etc., must not be worn.
Appropriate shoes must be worn (no sandals). Comfortable walking shoes are necessary as you may do a lot of walking.
Dress for the weather since some positions involve being outside.
No jeans except as job appropriate.

Other

Dark glasses are not to be worn unless medically or occupationally required.

Hats, caps, or other head wear are not to be worn.

Cell phones or pagers must not be worn or brought into work-based/laboratory/clinical experience.

Abide by any special dress requirement as noted on your assignment sheet.

USE BEFORE:

JOB SHADOW CHECKLIST

Student Name: _____ School: _____

Advisor: _____ Student Number: _____

Time and Place of Job Shadow

_____ Contact Person Telephone Number

_____ Organization/Business Shadow Date

_____ Street Address Shadow Time

_____ City, State, Zip Code

Travel Arrangements: _____

Items to be Completed

Date Completed

Initials

Before Job Shadow:

- 1. Complete Get a Life and videos. _____
- 2. Read Job Shadow Handbook. _____
- 3. Have parent/guardian(s) sign and return the Consent Form _____
- 4. Review *dress code, student responsibilities, questions, and observations.* _____

The Day of Job Shadow:

- 1. Student reports to work site with **paper, pen, or pencil** and Job Shadowing Handbook to complete. _____
- 2. Attentively participate at job shadow site. _____

The Day After Job Shadow:

- 1. Question Sheet satisfactorily completed and turned in. _____
- 2. Reflection Sheet satisfactorily completed and turned in. _____
- 3. Thank you note satisfactorily completed and turned in. _____

USE BEFORE:

**JOB SHADOW
PARENT/GUARDIAN CONSENT FORM**

School: _____

I hereby give my permission for my daughter/son _____, to participate in a **Job Shadowing experience** at _____.

Students will be transported by the county school system. I understand that my child may ride in a vehicle with a Board of Education employee and/or approved and insured business partner.

My child requires special consideration for the following requirements:

I hereby consent to and authorize any medical doctor or dentist to treat said student for any injury or illness, including any treatment or surgical operation. Every attempt will be made to contact the parent/guardian(s) concerned before any medical/surgical treatment is administered to the student.

Authorization:

Date Parent/Guardian Signature

EMERGENCY MEDICAL CARD

Student's Name _____ Home Phone _____

Address _____

Parent/Guardian's Name _____ Work Phone _____

Parent/Guardian's Place of Employment _____

2nd Parent/Guardian's Name _____ Work Phone _____

2nd Parent/Guardian's Place of Employment _____

Date of child's last tetanus shot _____

Emergency Medical Information _____

Allergies _____

PHOTO RELEASE

I grant permission to photograph my son/daughter while participating in the job shadow for promotion and educational purposes. _____ Yes _____ No

USE BEFORE: STUDENT CONTRACT AND TEACHER CONSENT FORM
(Student to complete)

I, _____ will participate in a job shadow, which will
(student's name)

take place at _____ on _____
(location) (day/month/year)

from _____ to _____.
(start time) (end time)

I understand that people outside of school are giving up valuable time to help me learn about their jobs. By signing below, I agree to complete all of the requirements of Job Shadowing and take responsibility for making up work in the classes I miss for job shadowing. I also understand the importance of confidentiality and, therefore, will not share any information gained about patients, clients, or businesses.

Student signature

Date

Teacher(s) to complete

I authorize _____ to be excused from my class to participate in a job shadow during the date and time indicated above. The student will be responsible for all make-up work and will complete it according to a schedule that I determine with him or her.

1. Teacher's Name: _____
Date/Times of Shadowing: _____
Signature: _____

2. Teacher's Name: _____
Date/Times of Shadowing: _____
Signature: _____

3. Teacher's Name: _____
Date/Times of Shadowing: _____
Signature: _____

4. Teacher's Name: _____
Dates/Times of Shadowing: _____
Signature: _____

USE DAY OF: JOB SHADOW

STUDENT QUESTION SHEET

Student Name: _____ School: _____ School Phone: _____

Person Interviewed: _____ **Date:** _____

Name of Business/Address: _____

Once you have practiced the “art” of conversation with new people - asking simple questions, listening to the answer, and getting your idea for the next question - you should feel comfortable talking to anyone. Just in case you’re stumped, here are a few ideas for questions you might want to use to start a conversation with someone new, especially someone who’s already out in the real world. Note dress of employees and any safety equipment or precautions.

The following questions will help you get the most out of your job shadow experience. **Select any ten (10) of these questions to ask.** Also, be sure to ask questions of your own.

Describe job requirements for your position.

Where do you usually work?

What do you wear to work?

What hours and days do you work?

What are your break and lunch times?

Every day on the job, how do you use reading, math, writing, listening, computers?

What is entry level pay for this position?

How does your job help others?

What features of your job do you like?

What features of your job do you dislike?

What education or training did you use to get your job?

What school subjects were most helpful in preparing you for your job?

What promotion advancements are available?

Did you have to complete special training? If so, where did you get this training?

What extra efforts have you had to put forth to be successful in your career choice?

What is the title of the person you must report to?

Do you ever have to work in teams on your job? How?

What is the best advice you would give to someone considering the same job?

HOMEWORK DAY OF:

JOB SHADOW

STUDENT REFLECTION SHEET

Name: _____

Grade: _____ Cluster: _____

School and business personnel are interested in learning what you thought about your job shadowing experience. As homework, and after careful thought, please answer all of the following questions in complete sentences.

1. Describe the work-site that you visited (number of people, noise level, space, etc.).
2. What kind of activities did you observe during your job shadow?
3. What was something that surprised you about your job shadow?
4. What were the two most interesting things about your job shadow?
 - A.
 - B.
5. What did you like least about your job shadow?
6. What are two things that you learned about this job that you did not know before?
 - A.
 - B.
7. Describe your perfect day at work. What do you do? Who do you work with? Do you attend meetings? Do you travel? Do you sell products or provide services? Do you present information to large groups?
8. What knowledge and skills are you learning in school that will be used on the job?
9. What are two steps you can take today for this type of job and workplace?
10. After reflecting on your overall job shadowing experience, please write a brief summary about what your job shadow meant to you.

Name _____

11. Was this a good experience? Explain.

12. What could have made your Job Shadow a better experience for you?

13. What experiences in your life show you can be a hard-working, trustworthy employee?

14. What do you see yourself doing five years from now?

15. If you find that you have a serious personality conflict with a coworker and it is starting to affect your job performance, how will you handle the problem?

16. If a customer complains to you about the service he or she has received, what will you do?

17. What do you consider to be your greatest strength? What is your greatest weakness?

HOMEWORK DAY OF:

JOB SHADOW

THANK YOU LETTER GUIDELINES

Your last requirement for completion of your job shadowing experience is a thank you note to your host. It is important to thank your job shadow host for his/her time with you. A thank you note does not have to be lengthy; however, try to personalize it. Let your host know why the job shadow was important to you. Your note should be neatly written in ink, not printed, or may be typed on unlined paper and handed in the **DAY AFTER** your job shadow. You may use the example below as a guideline.

Unacceptable notes will be returned until they are satisfactorily completed. Watch your spelling!

Any School USA
201 Stillwaters
Rising Sun MD 00011
(2 enters)
May 25, 2011

(4 enters)

Ms. Carmen Brunelle
(name of business)
520 Orchard Lane
Newark DE 00002

(2 enters)

Dear Ms. Brunelle:

(2 enters)

Thank you for spending time with me last Wednesday. I appreciated hearing about the different jobs you have had, especially your experiences working as a machine operator at Metal Industries. It was fun to hear about the things that happened to you when you were in school!

(2 enters)

Sincerely,

(4 enters to sign name)

Kala Marie

Kala Marie

WORKPLACE HOST EVALUATION FORM

Give to Host

Student Name: _____

Name of School:

Your Name: _____

Date of Shadow:

Company: _____

Telephone
No: _____

Thank you for participating in Job Shadow Day!
Please complete this brief evaluation and mail or fax it to:

Career Connections, MCBOE, 1403 Honaker Avenue, Princeton, WV 24740 or FAX to 425-8643.

Please rate the following on a scale of 1 through 4:

1 = Needs Improvement 2 = Below Expectation 3 = Meets Expectation 4=Exceeds Expectation

I enjoyed my experience and would be willing to do it again.	1	2	3	4
I would recommend Job Shadowing to other employees.	1	2	3	4

For more successful Job Shadowing experiences in the future, what would you suggest? _____

Evaluate the student on the following areas:

- | | | | | |
|--|---|---|---|---|
| 1. Professional Appearance: | | | | |
| - Dressed appropriately. | 1 | 2 | 3 | 4 |
| - Groomed appropriately. | 1 | 2 | 3 | 4 |
| 2. Professional Conduct: | | | | |
| - Behaved in a professional manner at the work site. | 1 | 2 | 3 | 4 |
| - Related well to host and others. | 1 | 2 | 3 | 4 |
| - Demonstrated concern for safety. | 1 | 2 | 3 | 4 |
| 3. Communications: | | | | |
| - Asked questions related to the experience. | 1 | 2 | 3 | 4 |
| - Spoke with confidence and composure. | 1 | 2 | 3 | 4 |
| - Demonstrated interest in the experience. | 1 | 2 | 3 | 4 |
| 4. Overall Evaluation: | | | | |
| - Student seemed to benefit from the program. | 1 | 2 | 3 | 4 |