

## THANK YOU FOR YOUR PARTICIPATION

**Job Shadowing** is an academically motivating educational activity dedicated to giving kids an up-close look at the world of work. Kicking off each February, and continuing throughout the school year, **Job Shadowing** gives over one million students across America the opportunity to “shadow” a workplace mentor as he or she goes through a normal day on the job. This gives young people a chance to see how the skills learned in school relate to the workplace.

Whether you’re a participating employer, educator, volunteer, or event coordinator, this guide outlines the activities and materials you will need to make your Job Shadow Day beneficial to all who participate. Everything can be easily copied for distribution or customized for your state or community. The guide is also available on the Internet at [www.jobshadow.org](http://www.jobshadow.org). It is also downloadable in its entirety or by sections.

Each year millions of students and tens of thousands of businesses come together to share the lessons learned in the world of work. Just a few short hours are all it may take to open a window into this world for America’s young people. It can begin to provide them with the knowledge and skills they will need to achieve their dreams.

Thank you in advance for helping to make this year’s initiative a success. We hope to share your experiences to ensure that the program continues to improve and better serve all who participate. Most of all, we look forward to working with you as we launch our nation’s young people toward college, careers, and beyond.



## OUR MISSION

Groundhog Job Shadow Day and the Groundhog Job Shadow Initiative are dedicated to engaging students in the world of work in order to:

- Demonstrate the connection between academics and careers, exciting students to learn by making their classwork more relevant.
- Build community partnerships between schools and businesses that enhance the educational experience of all students.
- Introduce students to the requirements of professions and industries to help them prepare to join the workforce of the 21st century.
- Encourage an ongoing relationship between young people and caring adults.
- Encourage that students in need of additional services or programs are linked to other appropriate services/organizations/agencies.

## OUR GOAL

To provide over one million school-aged kids each year with Job Shadowing experiences.

For additional information or to download materials go to [www.jobshadow.org](http://www.jobshadow.org).

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Camera-ready art is available online at [www.jobshadow.org](http://www.jobshadow.org).

## INTRODUCTION: GUIDELINES FOR HAVING A SUCCESSFUL JOB SHADOW DAY

Job Shadow Day can provide experiences that are as unique as every person who participates. For the student who's never understood the point of school, Job Shadow Day can show how education can be translated into a rewarding and financially secure future. For the teacher looking for new ways to motivate students, it can provide a fun and unusual hands-on experience that demonstrates the link between schoolwork and "real life," answering the question, "Why do I have to learn this?" For those in the workplace, Job Shadow Day can help forge personally satisfying connections with young people that could ultimately contribute to building a more prepared and focused workforce of tomorrow.

Job Shadow Day is composed of several components, built around a half-day visit to a job site in the private, nonprofit or government sector. Each student should have the opportunity to tour a job site, "shadow" an employee for at least two hours and participate in some workplace activities.

Job Shadow Day is a natural partnership between the classroom and the workplace. Before the day, teachers should lead their classes in activities that will prepare them for their visit. At the job site, the Workplace Coordinator should oversee the logistics of the day, and employees should serve as Workplace Hosts, conducting activities with students that demonstrate job skills and education requirements. After the site visit, the teacher should reinforce the program's learning objectives in the classroom.

### Prepare First

- Review the Job Shadow Day Guide to structure your day
- Make the Job Shadow experience available to ALL students, no matter what their academic standing
- If you are the participating employer, help your employees understand and prepare for their role in Job Shadowing
- If you are the participating school:
  - help teacher/school coordinators understand the Job Shadowing process
  - provide student transportation to and from the job site
  - make sure that students have all materials and complete preliminary activities well before Job Shadow Day so that they get the most out of the experience

### Foster Partnerships to Strengthen Your Efforts

We encourage you to work with organizations, such as America's Promise or Junior Achievement to maximize your efforts. Teaming up gives you the opportunity to:

- Increase the number and variety of Job Shadow experiences for students and businesses in your community
- Tap into a much broader array of resources, enabling you to share the work, costs and responsibility that go into organizing any event
- Attract more media interest in your efforts as a larger cross section of your community becomes involved
- Ensure sustainability – as more people become involved, popular demand for the event will make your efforts easier with each passing year



## FREQUENTLY ASKED QUESTIONS ABOUT JOB SHADOW DAY

- Q.** How did Job Shadowing begin?
- A.** Groundhog Job Shadow Day was first conducted by the Boston Private Industry Council in 1996 as part of its school-to-work effort. This successful initiative was repeated throughout the Southeast in 1997, when BellSouth sponsored Job Shadow Day as a component of its school-to-work effort. In 1998, a national coalition was formed to encourage participation throughout the United States. The coalition now includes America’s Promise, Junior Achievement, and the U.S. Department of Labor. Since this program began, more than 4 million students have participated in Job Shadow Day.
- Q.** Does getting involved in Job Shadow Day take a lot of time? I’m very busy.
- A.** No! Whether you are an educator, employer, employee or volunteer, participating in Job Shadow Day is easy and may only take a few short hours of your time. This guide provides the activities and materials you will need to make your Job Shadow Day beneficial to everyone who participates.
- Q.** I’m interested in participating. Now where do I get my “shadow”?
- A.** If you want students to come to your place of work OR if you have students who would like a shadowing experience, contact your local Junior Achievement office or other local organization listed at [www.jobshadow.org](http://www.jobshadow.org). In most areas, these groups will be available to help assign students and organize transportation. In the event that your community is not covered by one of these organizations, you can get students involved by directly contacting your local school of choice, using this guide to work with the school in the planning of your day.
- Q.** What are the benefits of Job Shadowing?
- A.** Job Shadowing can give young people a new perspective on their studies, because it shows them a number of choices for their future. According to an evaluation from the Kravis Institute at Claremont-McKenna college, students also become more academically motivated after experiencing Job Shadowing because they are better able to grasp the connection between school and careers. Job Shadowing also introduces students to the requirements of professions and industries, building a more prepared workforce for the 21st century.
- Q.** Does Job Shadowing encourage kids to get jobs rather than go on to college?
- A.** On the contrary — students become inspired to attend college after observing people in the workplace. They learn that their career goals require hard work and usually some form of higher education. They also gain a firsthand understanding of the relevance of academics to the professional world.



# **Activities and Materials for Employer Participants in Job Shadow Day**

## UNDERSTANDING THE ROLE OF EMPLOYER PARTICIPANTS

### Role of the Workplace Coordinator

**(Employee who oversees logistics of his/her workplace's involvement in Job Shadow Day)**

- Acts as the link between all program partners
- Recruits and provides orientation to employees interested in serving as Workplace Hosts
- Works with one or more teachers or administrators at participating schools
- Provides access to appropriate work spaces, departments and equipment
- Provides schools with general background information on the workplace and assistance with lunch and transportation arrangements, dress codes and safety issues
- Coordinates on-site evaluation exercises for all participants
- Seeks internal publicity at the workplace for Job Shadow Day
- Monitors quality of Job Shadow Day experiences through ongoing evaluation
- Collects Workplace Host and Teacher Evaluation Forms and shares them with interested parties
- Provides overall energy and enthusiasm to make it all work!

### Role of the Workplace Host

**(Employee who will be shadowed)**

- Shows a desire to work with students and introduces them to the positive aspects of work
- Has ability to communicate openly and in a nonjudgmental fashion with students
- Wants to invest in a student's current and future career path
- Has ability to work with persons of different educational, economic, cultural, religious and ethnic backgrounds
- Is capable of linking learning to earning
- Is willing to spend approximately one hour reviewing materials and planning in preparation for the day
- Is willing to dedicate part of the workday to the student and remain fully available to that student during the visit
- Gives visiting students explanations of workplace safety and security policies and procedures
- Helps students understand skills needed for the job
- Demonstrates and explains effective work methods
- Completes a Workplace Host Evaluation Form upon the conclusion of the visit

## ADVANCE PREPARATION FOR JOB SHADOW DAY— ACTIVITIES AND MATERIALS

### Suggestions for Preparation of Workplace Coordinators

1. Workplace Coordinators should review the Workplace Coordinator Checklist (p. 11) to prepare themselves for all phases of Job Shadow Day.
2. Workplace Coordinators should be prepared to work with teachers or School Coordinators, including providing company information and establishing the agenda for the day.
3. Workplace Coordinators should be prepared to begin Job Shadow Day with an introductory session for student “shadows.” This will ensure that all participants can relate the shadowing experience to the overall objectives of the workplace. If possible, Workplace Hosts should also participate in this session.

### The Following is the Suggested Structure of this Session:

**(Students arrive and are settled in a comfortable meeting place.)**

#### **Orientation session (10 minutes)**

- Introduction of Senior Leadership Personnel to discuss:
  - Mission of workplace: What they do
  - Purpose of workplace: Why they do it
  - Personal note: Why is my job important to me?  
Why I’m glad you’ve joined us today
  - Reason they’re involved in Job Shadow Day

#### **Workplace Coordinator Introduction (20 minutes)**

- Conducts workplace tour
- Passes out organizational chart (simplified, if necessary) to students
- Engages in brief discussion of different departmental functions

#### **Human Resources Director Introduction (10 minutes)**

- What is the role of Human Resources Director
- What human resources the workplace looks for
- Reason they’re involved in Job Shadow Day
- Why the Human Resources Director is glad to be participating in Job Shadow Day

#### **View Organization Video (if available) (10 minutes)**

- Good introduction to workplace for students
- Visually reinforces comments from senior leadership
- Usually relates workplace to community and people

## SUGGESTIONS FOR PREPARATION OF WORKPLACE HOSTS

### 1. Have Workplace Hosts review “Workplace Host Guidelines.”

**2. Have Workplace Hosts introduce themselves.** In addition to giving their names and job titles and saying why they are participating, they should talk a bit about themselves when they were the age of the visiting students. They should talk about what kind of school they attended and what they knew about the world of work at that time.

**3. Divide Workplace Hosts into three groups.** Assign each group one of the following goals, and ask the groups to brainstorm a set of activities that will make the goal concrete for the visiting students. Have the groups share their results. The goals are to provide local students with a meaningful introduction to the world of work; to give students a context for decisions about their education; and to foster positive relations between students and employees.

**4. Have each Workplace Host find a partner.** Have one person in each pair play the role of a student. The “student” should then interview his/her partner following the “Conducting an Interview” worksheet. 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 real students might. Then, in the large group, discuss questions that were easily answered and those that were more difficult. Also, identify questions that would best be answered through action or demonstration rather than an interview format.

**5. Divide Workplace Hosts into small groups of four to six.** Have one group member describe his/her biggest concern about working with a student for a day. The other group members may ask clarifying questions and then should work together to devise a problem-solving strategy that provides concrete action steps.

**6. Divide the group in half.** The first half should form a circle facing outward while the second half forms a circle around them facing inward (each person should be facing a partner). Pose a series of questions, and before they answer, ask the groups to reflect on their lives when they were the age of the participating students. Give them a few minutes to discuss their thoughts with their partners. After each question, have the inner circle take one step to the right so that everyone has a new partner. Possible questions include:

- What was the school you attended like?
- Who were your friends at that age?
- Who were your heroes?
- What did you want to be when you grew up?
- What were your educational aspirations?
- What did you know about day-to-day life in the “world of work?”

**7. Divide Workplace Hosts into pairs.** One person in each pair will “play” himself/herself as a Workplace Host. Give the other a brief description of the student he/she will play, making sure that a variety of personalities/learning styles are represented (e.g., shy, bored easily, talks a lot, has trouble understanding abstract concepts). Have each pair role-play a brief interaction for the whole group. Discuss how you might better structure the Job Shadowing experience for each “student.”

**8. Have Workplace hosts review “Suggestions For Demonstrating Workplace Skills.”** To understand what your career entails, student “shadows” should participate as much as possible in your job duties. In advance, review and select one of the following activities for the student to perform with you. The key to success is to have the students participate in your job in ways that won’t inadvertently disrupt or damage your work, while still providing a firsthand experience of your job.

### SUGGESTIONS FOR DEMONSTRATING WORKPLACE SKILLS TO STUDENTS

#### **Telephone Skills**

Demonstrate the correct procedure for answering phones and instruct the student on what is appropriate.

If your job entails a significant amount of phone work, demonstrate communication skills by allowing the student to listen to a few calls on the speakerphone. Be sure to introduce your student to the caller and let the caller know that you have a "shadow." Prepare ahead of time a list of calls that you can make that will help the student understand your job. Before each call, explain to the student what you hope to accomplish. At the end of each call, review the results you achieved, positive or negative. In addition, you may wish to review the skills you used on the phone.

#### **Computer Skills**

**Word processing:** Dictate a memo or letter to your "shadow." Explain the reason you need to write the memo, and ask the student's opinion on how to express some thoughts.

**Spreadsheets:** Copy a spreadsheet into a new file and have the student input or manipulate data. Have the student change some parameters and notice how the entire spreadsheet changes. Have the student think about how long it used to take to change the rows and columns by hand.

**E-mail:** Dictate to the student an e-mail message and have him/her send it.

**Graphic software:** Copy a file and have the student help you design something for a current project.

**CAD:** Copy a file, then discuss your design parameters. Ask your student for input on a design change you are working on and have him/her make the change.

#### **Skills/Equipment**

**Adding machines:** Prepare some calculations for the student to complete.

**Fax:** Have the student send faxes for you throughout the day.

**Other:** Have the student experiment with other equipment that is safe your him/her to use, such as the postal meter or copy machine.

#### **Client/Customer Contact**

If your job requires client or customer contact, have the student observe the exchange.

#### **Meeting Skills**

Having the student attend a meeting with you is fine as long as it is inside the building. Before the meeting, give the student some background information so he/she better understands the conversation. It is recommended that meetings last no longer than an hour.

#### **Presentation Skills**

Show the student a presentation you are working on. Have the student critique your presentation. Then have the student add ideas of his/her own. Ask the student to modernize it for you or show you how to market more effectively to people his/her age. Encourage all the student's ideas.



## WORKPLACE COORDINATOR CHECKLIST

### Two to Four Weeks Before Job Shadow Day

- Review all Workplace Coordinator materials \_\_\_\_\_
- Recruit employee volunteers who are interested in being Workplace Hosts \_\_\_\_\_
- Provide Workplace Hosts with materials \_\_\_\_\_
- Call the teacher at your assigned school to introduce yourself and exchange information \_\_\_\_\_
- Reserve room for orientation, lunch and wrap-up activities \_\_\_\_\_
- Fax information on the workplace and the hosts with whom students will be paired to the teacher at your assigned school \_\_\_\_\_
- After the teacher has matched students with employees, he/she will fax this information back to you for distribution \_\_\_\_\_
- Arrange for internal publicity of Job Shadow Day through workplace newsletter, e-mail, bulletin boards, etc. \_\_\_\_\_
- Work with schools to determine student transportation to and from the workplace \_\_\_\_\_
- Arrange lunch for student participants (if agreed to) \_\_\_\_\_
- Prepare orientation and secure speakers (suggestions for orientation are enclosed in this packet) \_\_\_\_\_
- Prepare lunch activity (see suggestions in materials) \_\_\_\_\_
- Notify Workplace Hosts of the names of their students \_\_\_\_\_
- Conduct Job Shadow Workplace Host orientation session (it is strongly recommended that this task be completed) \_\_\_\_\_
- Optional on-site wrap-up activity: Prepare wrap-up activity in consultation with your assigned teacher \_\_\_\_\_

### Job Shadow Day

- Greet students at designated entrance \_\_\_\_\_
- Conduct orientation session \_\_\_\_\_
- Supervise pairing of students with their Workplace Hosts \_\_\_\_\_
- Conduct lunch activities \_\_\_\_\_
- Optional: Conduct wrap-up activity with teacher \_\_\_\_\_
- Ensure that students get to their transportation for departure \_\_\_\_\_

### Week After Job Shadow Day

- Conduct debriefing session with Workplace Hosts \_\_\_\_\_
- Collect Workplace Host and Teacher Evaluation Forms and mail them to the Job Shadow Day Coalition \_\_\_\_\_

## WORKPLACE HOST GUIDELINES

The following guidelines will help Workplace Hosts plan their day before students join them so that everyone gets the most out of the Job Shadowing experience.

### Greet Your Student

Your student should be greeted as an adult business associate, with a handshake and a warm hello.

### Introduce Yourself (5 minutes)

Provide your name, job title and business card. Let your student know that you volunteered to be a Workplace Host because you think it is important for students to see firsthand the application of what they are learning in school. Encourage them to ask questions during the time you have together.

### Ask to See Your Student's Resume (10-15 minutes)

Explain to your student that a resume is used by employers to gauge an applicant's education and experience. Ask to see the resume, and then use it as a conversational tool to provide an initial basis for conversation. If the student hasn't completed his/her resume, work on it together. Consider discussing the items in the following order:

#### **Interests and Hobbies**

Students are most relaxed when they are talking about something they know and aren't being "tested" by an adult. Take some time with this question. Ask your student to explain the hobby to you and why this hobby is of interest. Remember your student's answers for later in your session.

#### **Community Service**

Congratulate your student on any listed community service. Community service can accomplish three important functions in your student's life: 1) it makes his/her community a better place to live; 2) it will help him/her get into a college of his/her choice; and 3) it provides him/her with an opportunity to gain valuable job skills. Many people started their careers by volunteering.

#### **Career Interests**

Ask your student about his/her career interests. If possible, relate those interests to any careers in your workplace. Note: Your student may not know what careers interest him/her. In that case, reassure your student that finding the right career path takes time.

#### **Job Experience**

Talk about your student's job experience in positive terms. What did your student like about the job? What did he/she learn from the job? Tell your student about any jobs you held as a youth and how those early jobs helped you get where you are today.



## **Special Skills**

Briefly tell your student why the special skills he/she listed are important in the workplace (you will have an opportunity to demonstrate and discuss skills in detail later in the morning). Acknowledge the work your student has already done to achieve his/her skills and encourage him/her to keep adding to the list. In general, the higher your student's skills, the more he/she will earn. Tell your student of any special training skills that you have had.

## **Education**

This is your opportunity to encourage your student to get a good education. Reinforce that what your student is learning in school is important to earning a good living. When employers look at a resume, they look at the education level of an applicant. Tell them how much education you have completed.

## **Ask to See Your Student's Job Shadow Day Expectations Worksheet (5 minutes)**

Your student has reviewed the learning objectives for Job Shadow Day and has ranked their importance. If your student hasn't completed this worksheet, work on it together. Discuss why the student ranked the highest three objectives. To make your student's experience memorable, remember what was important to him/her to learn. Be prepared to alter your activity plan to help the student meet his/her objectives if the opportunity arises.

## **Student Interview (15 minutes)**

To provide more insight about your job, suggest that your student conduct an interview with you based on the "Conducting an Interview" worksheet. You can use this opportunity to help your student link what he/she is learning in school to what you do on the job. Be sure to give your student enough time to write down the answers on his/her worksheet. Answer questions thoughtfully. If appropriate, comment on any good interviewing skills your student demonstrated.

## **Break**

Tell your student it's time for a 10-minute break. This is an opportunity for your student to use the rest room or visit the break room for a beverage. Remember that even during this time, the student in your care must remain supervised.

## JOB SHADOW DAY LUNCH SESSION

Lunch is a great opportunity to gather everyone together for a relaxed review of the day so far. Workplace Hosts might want to facilitate one of the following activities to make this time even more productive. These activities provide students with the opportunity to reflect on their experience and how it relates to their future education, training and career development. Workplace Hosts may join the students for an informal lunch. If they do, have them sit dispersed throughout the students to facilitate further discussions.

### Lunch (25-30 minutes)

#### **Suggested Menus**

- Order pizza in several varieties. Pizza is always a hit at any age.
- Order box lunches, as if for a business meeting (tip: Keep the menus very simple, such as turkey sandwiches, chips and fruit).
- Have the students join in the cafeteria line.

#### **Where to Eat**

- If possible, have the students eat where the employees eat.
- Students may eat in a large meeting room.
- Weather permitting, students may enjoy outside seating areas.

### Lunch Activities (10-15 minutes apiece)

#### **(Select one or more)**

- “More than Meets the Eye” (see attached on pages 32-33). Make sure to review this activity before students arrive as well as make copies of the worksheet.
- If the Human Resources person has not met the students, have him/her speak on the need for strong skills and education in the workplace. The Human Resources person can also discuss what he/she looks for when hiring and other benefits besides salaries that employees enjoy. Facilitate conversations between students and the Human Resources person about what the students learned about working in the workplace. Reinforce the message that every job in the workplace is important.
- Have a final demonstration of something the workplace does, such as a slide presentation of some projects the workplace has completed, or packages of products, or a video, if not yet viewed. Ask the student what types of jobs and what skills were needed for the work-place to be successful.
- Students may fill out their Student Reflection Activity.
- Break the groups into tables of six to eight students and give each group a pad of Post-it notes. Have each group silently brainstorm on skills needed in the workplace of today and in the future. Each person should write down these essential skills on Post-its and put 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 as others place them on the paper. (5-10 minutes)

- 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 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)
- Look at the paper and discuss how well the skills are grouped. (10 minutes)
  - Which skills seem to fall into their appropriate categories?
  - Which placements do not make sense to you?
  - Is there too much duplication?
  - Which skills belong in more places than they currently are?
- Rearrange the skills into a better model. Feel free to add more skills or resources to the new arrangement. Remember that the goal of this activity is to identify the need for academic and career paths that the students can discuss with parents, counselors and each other.



### IT'S A TEAM EFFORT: JOB SHADOW DAY WRAP-UP SESSION

If teachers participate in Job Shadow Day, they can collaborate with Workplace Hosts to conduct the following activities on site to conclude the day's experience for students. This activity is designed to illustrate how different departments in the world of work are interrelated, and how teamwork plays an integral role in getting any job done. It will also demonstrate that every employee counts in the overall success of the workplace.

#### Materials Needed

30 organizational charts (provided by host site), 30 copies of attached worksheet, 30 pencils

1. The teacher and the Workplace Host wrap up the day, making the following points:
  - The world of work is within reach for every student.
  - The jobs students will hold in the future will be as varied as the ones seen here today.
  - Each job is important to the success of the workplace.
2. Ask the students: "From what you saw today, what do you think are the overall goals of this workplace?" (The answers may include the following: to make a profit, to provide good service, to help the community, etc.). Have Workplace Hosts remind the students what the real goals of the workplace are.
3. Pass out the organizational chart to the students. Explain that an organizational chart graphically illustrates how a workplace operates: it depicts which departments report to the senior leadership or to another department. Give a specific workplace example of how this works. Break students into five groups and pass out a worksheet to each student. Before this activity, pick five departments in your workplace to eliminate — one per group. Write them on separate sheets of paper, and pass ONE department out to each group. Be sure the other groups do not see them.
4. Tell the students you have just given them the name of a department. You want them to cross out that department from the organizational chart you passed out earlier. Each group has been given a different department. Their job will be to identify what might happen if that job was eliminated from the workplace.
5. Give the groups 10 minutes to work in their groups and fill out the worksheet. Tell each group to select a recorder and a reporter. The recorder will write down the information for the group. The reporter will report back the group's answers to the class. The teacher and the Workplace Host should circulate around the room to help facilitate the group discussions and answer any questions the students have.
6. Tell the class they will have to listen to the groups' answers very carefully, as it will be the class assignment to try to guess which department was eliminated from the reporting group's organizational chart. Each reporter must be allowed to present his/her full answer before the class is allowed to guess (no interruptions). Suggest that the class refer to the organizational chart. Once the correct answer is given, the next reporter should be called.
7. Wrap up the discussion by summarizing the activity for the students:
  - It is the combined skills of all the employees that allow the workplace to operate successfully.
  - Every department is key to the overall success of the workplace.
  - The departments work together to successfully meet the workplace's goals.

## WORKPLACE HOST EVALUATION FORM

Thank you for participating in Job Shadow Day! Please complete this brief evaluation and return it to your Workplace Coordinator. He or she can share it with his or her Job Shadow Day partners in order to continue to improve the program.

**Please rate the following on a scale of 1 through 5** (1 indicates that you strongly agree with the statement, and 5 indicates that you strongly disagree).

I was well prepared to be a Workplace Host. 1 2 3 4 5

Today, I gained a new perspective about my job. 1 2 3 4 5

I was at ease interacting with my student throughout the day. 1 2 3 4 5

I enjoyed my experience and would be willing to do it again. 1 2 3 4 5

I would recommend Job Shadowing to other employees. 1 2 3 4 5

For successful Job Shadowing experiences in the future, you might:

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What should we stop doing?

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How could we better support you throughout your experience?

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Any additional comments?

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# **Activities and Materials for Educator and Student Participants in Job Shadow Day**

## UNDERSTANDING THE ROLE OF THE TEACHER OR SCHOOL COORDINATOR AND STUDENTS

### Role of the Teacher or School Coordinator

- Identifies interested students
- Provides the Workplace Coordinator with descriptions of participating students, including their special needs and interests and courses of study
- Teaches students a selection of pre- and post-job site activities that are provided in this guide
- Adjusts class schedules when necessary
- Collects Parent/Guardian Consent Form and Medical Authorization Form
- Attends orientation session (optional)
- Arranges student's transportation to work site
- Accompanies students to site or manages supervision
- Joins a Workplace Host for the Job Shadow experience (optional)
- Follows all workplace safety and security policies and procedures
- Completes a Teacher Evaluation Form and returns it to the Workplace Coordinator

### Role of the Student

- Demonstrates desire to explore career options, personal skills and attributes
- Willing to develop a personal action plan to improve education and skills
- Has ability to work with persons of different educational, economic, cultural, religious and ethnic backgrounds
- Participates in preparatory activities conducted by the school or workplace
- Follows all safety and security policies and procedures of the employer
- Willingly participates in all activities structured by the Workplace Host

### ADVANCE PREPARATION FOR JOB SHADOW DAY — ACTIVITIES AND MATERIALS FOR TEACHERS OR SCHOOL COORDINATORS

#### Suggestions for Preparation of Teachers or School Coordinators

1. Teachers should be prepared to lead class activities that prepare students for their visit. After the visit, teachers should reinforce the learning objectives of Job Shadow Day in the classroom. Points to highlight throughout your Job Shadow Day-related classroom activities include:

- **Relevance of Schoolwork.** An important component of Job Shadow Day is helping students understand the relevance of their schoolwork. Students will observe how English, math, problem-solving and other basic skills are used every day on the job.
- **Necessary Workplace Skills.** Students should be introduced to fundamental, transferable workplace skills that they need to be successful in virtually any career field. Students should have the opportunity to conduct a personal assessment of these skills, observe them firsthand and develop an action plan based on these observations.
- **Teamwork.** Students should be introduced to teamwork on the job and discover how it is related to success in the workplace.
- **Connection Between Learning and Earning.** Students should have the opportunity to see that a good education is the key to getting a good job, and lifelong learning is important to continued success.
- **Introduction to Careers.** Job Shadow Day allows students to gain valuable exposure to many careers. Although the product or service might differ from one workplace to another, a variety of workplaces could provide similar opportunities. For example, public relations firms, government agencies and biotechnology firms all need accountants, project managers and writers. Up-close exposure to careers might enable students to make more accurate career decisions later in life.



2. Make contact with your Workplace Coordinator prior to Job Shadow Day. By building the bridge between the classroom and the workplace, you can help prepare students for the workplace as well as prepare the workplace for the students. Often companies have websites which provide interesting information for educators and students. Try to cover the following points:

### Information to obtain from the Workplace Coordinator:

- A brief description of what the organization does (request brochures or other printed material, if available)
- The organization's contact information
- What the students can expect to experience at the organization
- Arrangements for lunch
- Specific information regarding student drop-off and pick-up points
- Dress code and safety regulations
- Mutual agreement on the agenda for the day

### Information to provide the Workplace Coordinator:

- A brief description of the students in the class: demographics, personal histories, those with special needs
  - What the students are currently studying that might relate to the workplace
  - Personal interest in chaperoning or participating in the Job Shadow experience
  - Information on students' fields of interest (only if teachers and Workplace Coordinators are planning to match students according to this specification)
3. Use "It's Off to Work They Go" Teacher Activity to ensure that the students are prepared for the workplace and have completed all necessary paperwork.



### ADVANCE PREPARATION FOR JOB SHADOW DAY — ACTIVITIES AND MATERIALS FOR STUDENTS

#### Suggestions for Preparation of Students

**(To be conducted by the teacher or School Coordinator)**

1. Have students introduce themselves and share what careers interest them. If they don't have a specific career in mind, ask them if they have any general interests that might affect what they do when they are older.
2. Demonstrate how to introduce yourself in a business context (use your proper name, shake hands, give any important information). Pair up the students to practice, with one student playing the "Workplace Host" role. Switch roles.
3. Have students brainstorm all the places they see people at work. Try to be as inclusive as possible. Most familiarity will be with people who serve the public. Ask how much attention they pay to those people, what they think it would be like to have those jobs and what skills those jobs require.
4. Explain the definition of Job Shadowing and how it is different from just seeing people working.
5. Go through the following points, asking students to brainstorm related questions they could ask their Workplace Hosts or things that could be done at school or the workplace to obtain these experiences.
  - Students will observe what really happens in the "world of work"
  - Students will see how what you learn in school is used on the job
  - Students will learn what skills are needed for a job
  - Students will meet interesting people in the community
6. Divide the students into pairs. Have one of each pair interview the other about hobbies and interests, focusing on one subject that the interviewer knows very little about. After the interviews, the interviewer should describe the other person's interest or hobby to the rest of the group. Switch roles and repeat the activity.
7. Pair off the students and have one play the role of the Workplace Host. Give the other a brief description of the student he/she will play. Some student roles should model good professional behavior, and other should be negative examples. Have each pair prepare a brief skit using their roles. Have the group watch all the skits and discuss how appropriate each "student's" behavior would be in the workplace.
8. Make sure that students have their Parent/Guardian Consent Form; their Medical Authorization; and all pre-site visit materials and activities, including the Resume, the Job Shadow Day Expectations Worksheet and the Job Shadow Day Career Cluster Selection Worksheet, completed before the day.

## TEACHER ACTIVITY: IT'S OFF TO WORK THEY GO!

### Teacher Activity for Preparing Students for the Workplace

You will be preparing your students for a unique insight into the world of work, where they will be treated as adults and asked to participate in a professional environment. Whether your class is to visit a private, government or nonprofit workplace, preparation is the key to the day's success.

#### **Presenting the Content and Intent of the Day**

It is important that students understand that the person they will be shadowing is not intended to represent their future career. The primary objective of Job Shadowing is to observe the knowledge and skills that are used every day on the job, and to participate in sample activities. The students should experience a tour of the entire facility and be introduced to a variety of careers.

#### **Introducing the Job Shadow Day Workplace Partner**

By now you should have contacted your Workplace Coordinator who should provide you with information about his or her organization. You have the option of discussing the information with your students or asking them to conduct their own research using the Internet or other library resources.

#### **Establishing Objectives**

In order to prepare for Job Shadow Day, students should:

- Discover the connection between having multiple skills and succeeding in the workplace
- Analyze their personal skills and aptitudes
- Ready all materials and permission forms needed to participate in Job Shadow Day activities

#### **Preparation**

Read through the guide. Photocopy for each student all materials, activities and forms they will be expected to complete in order to participate.

#### **Personal Skills Assessment Classroom Activities**

- Presentation (5-10 minutes)

Explain to the students that during Job Shadow Day, they should be assigned to different employees at the workplace where they would learn about that person's job duties and associated skills. Ask the students what skills they think employers want employees to have (answers might include reading and math skills, punctuality, honesty, neatness). List their responses on the chalkboard.

Explain to the students that the workplace of today requires employees who excel at communication, actively engage in teamwork, have problem-solving abilities and continue to learn new ideas and technology on the job. To be successful in the world of work, students need to acquire these kinds of skill sets.

- **Activity (10 minutes)**  
Tell the students that employers typically identify basic skills and qualities that they want their employees to have. Stress that the higher a student's knowledge and skills, the higher their potential earning power. Using the Personal Assessment Form, have students survey themselves to determine what skills and qualities they already have and those they might want to develop for the job of their choice.
- **Discussion (5 minutes)**  
After the students have finished, reinforce the activity by asking how they can strengthen their skills at school, home, work, volunteer and extracurricular activities such as sports, band, etc.
- **Materials Review (10 minutes)**  
Review all other materials that students will be asked to complete before, during and after Job Shadow Day. Make sure they understand which pieces are critical to their being allowed to participate.

## STUDENT ACTIVITY: JOB SHADOW DAY EXPECTATIONS WORKSHEET

Job Shadowing is a great opportunity to learn about the world of work. You may be wondering what you will discover. Without a doubt, you will be exposed to a wide variety of experiences and information, some of which may be more valuable to you than others.

### Take Action!

Holding a job requires a lot of independent thought and decision-making. Below is a checklist of what you can expect to learn today. Read through the list and decide which learning objectives are the most important to you. **Rank each item 1 to 5, with 5 being the most important.** You may give each objective its own rank; the objectives do not have to be prioritized. Additional space is provided if you would like to learn something that is not listed.

What I Can Expect on Job Shadow Day	Rank
To see how the knowledge I am gaining in school is used on the job	_____
To see what people do all day on the job	_____
To understand what skills I need to get a good job	_____
To learn what employees receive besides a paycheck	_____
To find out more about the workplace I am visiting	_____
To see how technology is used on the job	_____
To explore some new career ideas for myself	_____
To learn how much education I will need to get the job I want	_____
To understand how learning and earning are connected	_____

## JOB SHADOW DAY PERSONAL ASSESSMENT FORM

This survey lists skills and talents that individuals have and employees value. Read the list and assess your own strengths. **Mark the box that best describes the level of your skill** (1 being low, 5 being high).

### Skills for Basic Job Performance

\_\_\_\_\_ **Resource Management.** Time, money and materials are resources. You can manage them well.

\_\_\_\_\_ **Interpersonal Skills.** You get along well with others. You can work on a team, teach others, serve customers or be a leader. You can work well with people from different backgrounds.

\_\_\_\_\_ **Information Management.** You can find, interpret and communicate information. You can organize and maintain files. You can use a computer to process information.

\_\_\_\_\_ **Systems.** A system is the way things are done or organized. You can understand social business systems. You can check and correct your business performance. You can make suggestions to improve the way things are done.

\_\_\_\_\_ **Technology.** You can find and use the right tools for the job.

\_\_\_\_\_ **Basic Skills.** You read, write, speak and listen well. You know arithmetic.

\_\_\_\_\_ **Thinking Skills.** You can think creatively. You can make decisions and solve problems.

\_\_\_\_\_ **Personal Qualities.** You take personal responsibility for your work. You think well of yourself. You are honest.

### More Specific Job Skills

\_\_\_\_\_ **Mathematical Skills.** Mathematics is one of your favorite and best subjects.

\_\_\_\_\_ **Mechanical Skills.** You understand how things work and have an aptitude for fixing things.

\_\_\_\_\_ **Physical Strength.** You are above average in physical strength, stamina and fitness.

\_\_\_\_\_ **Patience/Perseverance.** You are able to concentrate on a task for as long as it takes to get it done.

\_\_\_\_\_ **Supervisory Skills.** You can plan and work with others to help them reach goals.

\_\_\_\_\_ **Attention to Detail.** You work carefully. You are thorough and complete.

## STUDENT ACTIVITY: JOB SHADOW DAY CAREER CLUSTER SELECTION WORKSHEET

NAME \_\_\_\_\_

SCHOOL \_\_\_\_\_

PARENT/GUARDIAN'S DAYTIME PHONE \_\_\_\_\_

### Career Cluster Selection

Career clusters are broad groups of careers that share common education and skill requirements. The people who work in certain clusters also share many of the same personal attributes.

On Job Shadow Day, every student will be paired with a partner at a job site. To make your experience more meaningful, please rate your top three choices for career clusters. If possible, you should be paired with a person in one of the clusters you selected.

Instructions: Place the number of your choice next to the appropriate career cluster below. Examples of careers in these clusters are provided on page 28.

1= First Choice

2= Second Choice

3= Third Choice

#### \_\_\_\_\_ **Natural Resources, Environment and Agriculture**

Do you like the environment? Do you like plants and animals? Are you interested in physical resources such as land, water, soil and weather? Do you like to observe, learn, and solve problems?

#### \_\_\_\_\_ **Arts and Communications**

Do you like to communicate ideas? Do you like to share information? Are you creative, imaginative and innovative? Do you like to express yourself in writing or with audio, visual or graphic media arts? Do you like to perform?

#### \_\_\_\_\_ **Business and Marketing**

Are you organized, accurate and self-motivated? Are you a leader? Do you enjoy organizing people and planning events? Do you like computers and business machines? Do you like creating reports? Do you like marketing things? Do you enjoy working with numbers?

#### \_\_\_\_\_ **Health and Medicine**

Do you like to work with people? Are you interested in helping the sick or disabled? Are you interested in promoting wellness and sharing your knowledge? Do you like new technology? Do you like to solve complex problems and keep good records? Can you stay calm in an emergency?

#### \_\_\_\_\_ **Human Services**

Are you able to get along with a diverse group of people? Do you like serving the public? Do you have leadership ability? Are you patient and polite, yet able to make decisions?

#### \_\_\_\_\_ **Technology, Engineering and Science**

Do you enjoy math, technology or science? Do you have the ability to be accurate, analyze data, and solve problems? Do you like designing things or drawing detailed plans? Do you like using machines and heavy equipment?



## CAREER CLUSTERS

(Examples of careers within each cluster)

### Natural Resources, Environment and Agriculture

Agricultural Engineer  
Animal Breeder  
Biologist  
Farmer  
Fish and Game Warden  
Florist  
Food Scientist  
Geologist  
Marine Biologist  
Nursery Manager  
Park Ranger  
Soil Technologist  
Water Conservationist  
Wildlife Manager  
Veterinarian/Vet Assistant  
Zoologist

### Arts and Communications

Actor/Actress  
Advertising Copywriter  
Announcer  
Artist  
Camera Operator  
Comedian  
Editor  
Fashion Design  
Film  
Fine Arts  
Graphic Arts  
Journalism  
Photography  
Production Design  
Radio  
Technical Writer  
Telecommunications

### Business and Marketing

Accountant  
Advertising Account Executive  
Banker  
CAD and CAM operator  
Computer Science  
Desktop Publishing  
Distribution  
Finance Insurance  
Management  
Marketing  
Merchandising  
Paralegal  
Personnel  
Purchasing Agent  
Real Estate  
Retail  
Secretary

### Health and Medicine

Art/Music Therapist  
Athletic Trainer  
Biomedical Research  
Dentist/Dental Assistant  
Dietitian  
Hospital Administrator  
Medical/Health Services Manager  
Medical Lab Technologist  
Mortician  
Nurse  
Optometrist  
Paramedic  
Pharmacist  
Psychiatrist  
Psychologist  
Radiologist

### Human Services

Child Care Worker  
Community Services  
Educator  
Firefighter  
Funeral Director  
Hotel Manager  
Judge  
Lawyer  
Military Serviceman/woman  
Parole Officer  
Political Scientist  
Postal Worker  
Recreation Director  
Sociologist  
Travel Agent  
Youth Organization Worker

### Technology, Engineering and Science

Aerospace Engineer  
Airport Manager  
Air Traffic Controller  
Anthropologist  
Archaeologist  
Assembler  
Chemical Engineer  
Drafter/Design Technician  
Electronics Repair  
Engineer  
Machinist  
Manufacturing Engineer  
Optician  
Physicist  
Printer  
Radio Dispatcher  
Robotics Engineer  
TV Cable Installer



## STUDENT ACTIVITY: RESUME

NAME \_\_\_\_\_

SCHOOL \_\_\_\_\_

PARENT/GUARDIAN'S DAYTIME PHONE \_\_\_\_\_

PARENT/GUARDIAN'S E-MAIL AND/OR FAX \_\_\_\_\_

### **Career Interests**

List which careers interest you the most.

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### **Job Experience**

List three job experiences (include dates and job descriptions) you have had. You may include baby-sitting, mowing lawns, washing cars, writing a school newspaper, etc.

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### **Special Skills**

List what skills you already have to be successful on the job, such as computer skills, good communication, or using a calculator.

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### **Interests and Hobbies**

List any clubs you belong to and any personal hobbies and interests you may have, such as collectible card games, computers, music, sports, video games or animals.

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### **Community Service**

List any volunteer work you have done to help your community, such as raising money for the needy, working at an animal shelter or helping senior citizens. Include work you have done through clubs such as the Boy or Girl Scouts. You may include personal giving, such as donating your money to a cause or recycling.

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### **Education**

Write the education level you have completed to date.

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## JOB SHADOW DAY ON-SITE ACTIVITIES AND MATERIALS

### Student Activity: Conducting an Interview

#### Meet Your Workplace Host

To find out more about your Workplace Host's job, you will conduct an interview. Think about the reporters you have observed conducting interviews on the evening news. Ask your partner the following questions. Space is provided for you to construct additional questions of your own. Make sure your questions are spoken clearly, and make eye contact with your Workplace Host. Relax and smile. Write down the answers on this page.

#### Introductory Questions ("Getting to Know You")

1. What is your job title?

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2. What are your responsibilities?

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3. How do you help this workplace meet its goals?

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4. What is a typical day like for you?

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5. What do you like the most about your job?

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6. Why did you select this type of work?

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7. How much education do you need for this job?

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8. Do you need more job training after you have completed your education?

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## Questions About Job Skills

Your Workplace Host uses many of the same skills on the job that you are learning every day in the classroom. To find out which skills are important to your Host's job, you will be asking him/her to show you examples of how the following skills are used on the job. Remember to speak clearly.

1a. Do you use reading every day on the job? Yes  No

b. What grade level of reading do you use on this job?

---

2. How, if at all, do you use writing on the job?

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3. Is math important to your job? Yes  No  How?

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4. Do you need good listening skills for your job? Yes  No

5. When do you need to use good speaking skills to get your job done?

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6. Do you ever have to work in teams on your job? Yes  No

7. Do you use a computer for your job? Yes  No  How?

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8a. What kinds of problems do you solve on the job?

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b. What skills do you need to solve those problems?

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9. What did you learn in school that helped you the most on the job?

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10. What do you wish you had studied more in school?

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11. Write any questions that you would like to ask.

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## LUNCH ACTIVITY: "MORE THAN MEETS THE EYE" STUDENT WORKSHEET

How keen are your observation skills? One of your responsibilities today is to observe as much as possible about the work environment you are visiting. You probably observed that there is much more to a workplace than delivering a product or a service.

Use this checklist as a guide. Remember the people, the equipment, the benefits and the facilities you have seen or heard about. You will have 5 minutes to write down your observations under the heading marked "Observation Topic Points."

Your Workplace Coordinator will award you 1 to 3 points for each observation topic you successfully complete. At the end of the checklist, you will total your points to see how well you did.

Good Luck!

### Observation Topic Points

**The People.** The most important resource a workplace has is its people.

Describe the clothing people wore.

---

Did everyone wear the same attire?

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How did people treat one another?

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Did everyone have the same work space?

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How did people greet one another?

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How did people answer the phone?

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**The Facilities.** In addition to work space, companies often offer a variety of extra facilities for their employees. Which of the following did you observe?

- |                       |                              |                             |
|-----------------------|------------------------------|-----------------------------|
| Lunch/break room      | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Child care center     | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Health care/first aid | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Outside seating areas | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

**The Technology.** Companies today use a variety of cutting-edge technologies. How many computers does this workplace have?

---

What software programs did you observe?

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What other equipment do employees use at their desks besides computers?

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What other technology does the workplace use to make its product or deliver its services?

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**The Benefits.** To hire the best people possible, many employers offer more than a salary or hourly wage.

Does this workplace offer any of the following extra benefits?

- |   |                              |                             |
|---|------------------------------|-----------------------------|
| Health care plan  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Dental plan   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Retirement plan   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Disability insurance                                    | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Reimbursement for more education                        | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Advanced training for job skills                        | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Other services, such as dry cleaning or car maintenance | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

### Total Points

How do your observation skills rank? Total all your points to see what rank you have achieved.

- |              |   |
|--------------|---|
| 0-15 points  | Rank: New Employee                          |
| 16-30 points | Rank: Manager                               |
| 31-40 points | Rank: Vice President                        |
| 41-50 points | Rank: President and Chief Executive Officer |
| 51+ points   | Rank: Chairman of the Board                 |

## POST-JOB SHADOW DAY STUDENT EVALUATION FORM

Now that you have completed your Job Shadowing experience, take some time to reflect on what you observed today and how it might affect your plans for the future.

1. What were the title and responsibilities of your Workplace Host?

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2. Which parts of the job were of interest to you?

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3. Which parts of the job would you find boring?

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4. Would you consider a career in this field? Why or why not?

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5. What surprised you most about what you learned, heard or observed today?

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6. What knowledge and skills are you learning in school that will be used on the job?

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7. What knowledge or skills do you need to strengthen to be successful on the job?

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8. Did any other ideas for careers come to mind today?

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## IT'S A TEAM EFFORT: JOB SHADOW DAY WRAP-UP SESSION

If teachers participate in Job Shadow Day, they can collaborate with Workplace Hosts to conduct the following activities on site to conclude the day's experience for students. This activity is designed to illustrate how different departments in the world of work are interrelated, and how teamwork plays an integral role in getting any job done. It will also demonstrate that every employee counts in the success of the workplace.

### Materials Needed

30 organizational charts (provided by host site), 30 copies of attached worksheet, 30 pencils

The teacher and the Workplace Host wrap up the day, making the following points:

- The world of work is within reach for every student.
- The jobs students will hold in the future will be as different as the ones seen here today.
- Each job is important to the success of the workplace.

Ask the students: "From what you saw today, what do you think are the overall goals of this workplace?" (The answers may include the following: to make a profit, to provide a good service, to help the community, etc.). Have Workplace Hosts remind the students what the real goals of the workplace are.

Pass out the organizational chart to the students. Explain that an organizational chart graphically illustrates how a workplace operates: it depicts which departments report to the senior leadership or to another department. Give a specific workplace example of how this works. Break students into five groups and pass out a worksheet to each student. Before this activity, pick five departments in your workplace to eliminate — one per group. Write them on separate sheets of paper, and pass ONE department out to each group. Be sure the other groups do not see them.

Tell the students you have just given them the name of a department. You want them to cross out that department from the organizational chart you passed out earlier. Each group has been given a different department. Their job will be to identify what might happen if that job was eliminated from the workplace.

Give the groups 10 minutes to work in their groups and fill out the worksheet. Tell each group to select a recorder and a reporter. The recorder will write down the information for the group. The reporter will report back the group's answers to the class. The teacher and the Workplace Host should circulate around the room to help facilitate the group discussions and answer any questions the students have.

Tell the class they will have to listen to the groups' answers very carefully, as it will be the class assignment to try to guess which department was eliminated from the reporting group's organizational chart. Each reporter must be allowed to present his/her full answer before the class is allowed to guess (no interruptions). Suggest that the class refer to the organizational chart. Once the correct answer is given, the next reporter should be called.

Wrap up the discussion by summarizing the activity for the students:

- It is the combined skills of all the employees that allow the workplace to operate successfully.
- Every department is key to the overall success of the workplace.
- The departments work together to successfully meet the workplace's goals.

## IT'S A TEAM EFFORT: POST-JOB SHADOW DAY STUDENT WORKSHEET

### Understanding Organizational Structure

**Instructions:** Work with the members in your group to answer the questions below. List as many ideas as you can. Choose one recorder and one reporter. The recorder will write the group's ideas on the worksheet. The reporter will report the group's answers to the full class.

1. You have just been asked to cross out a department on the organizational chart. What did this department contribute to the workplace's goals?

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2. What skills do you think were required to work in this department?

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3. Which departments on the chart rely on the crossed-out department to get their daily job done?

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4. Do any departments rely on the crossed-out department for their annual operating costs (the money spent on doing business, such as salaries, rent, advertising, machines, etc.)?

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5. What would happen to the workplace if this department did not exist?

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## POST-JOB SHADOW DAY CLASSROOM ACTIVITY: DEVELOPING YOUR PERSONAL ACTION PLAN

This post-site visit classroom activity allows students to review their observations of what skills are required for the workplace and to develop a personal plan of action for achieving future academic and career goals. Students will gain a better understanding of how academics are applied in the workplace and the importance of education to job success. Instruct the students to bring Job Shadow Day materials back to class after the event. You may wish to make extra copies of the Student Evaluation Form (p. 34) and the Personal Action Plan (p. 39–40) to have on hand.

### Materials Needed

Student Job Shadow Guides, Student Evaluation Form, Personal Action Plan, 30 pens or pencils

1. Tell the class that each of them had an opportunity to observe one job up close on Job Shadow Day. They were able to see what education and skills were needed at each job position. Explain that now you would like the class to share what they observed with their classmates. You want them to discover if there is any commonality between the education and skills required at different positions within a workplace.
2. Ask each class member to share the top three skills they observed that were needed for the Workplace Host's job. As each student provides the answer, develop a list on the board or on an overhead projector. When students repeat a skill already mentioned, place a check mark after it. Soon, a common list of skills, such as reading, math, and computer skills should develop. In addition, special job skills, required by only one or two positions in a workplace, may surface. Draw the student's attention to the common list of skills. Ask the students to see how many of those skills are included in the list provided in their student guide. Reinforce the message to students that the more they develop their skills, the more opportunity they will have to obtain a good job.
3. The benefit of Job Shadow Day is that we can learn a great deal from other people's experience. The students learned from the individual experiences of their Workplace Hosts. Now they will have the opportunity to see how the employees' experiences compare across the workplace. Ask students to refer to the wrap-up question at the end of the interview. The question is, "What do you wish you had studied more in school?" Ask the students, with a show of hands:
  - How many of your Workplace Hosts said "math"?
  - How many said "reading"?
  - How many said "computer skills"?
  - What other skills or knowledge did the mentors wish they had paid more attention to?

4. Remind students that they still have time to work on their education and their own personal skills inventory to get the type of job they want. They can learn from Job Shadow Day and avoid regrets later in life.
5. Tell the students they were fortunate to have an experience that allowed them to see the knowledge and skills needed in the workplace. Even though school, at times, can be quite challenging, the reward is in securing a job that is interesting and financially rewarding.
6. Explain that now they will have an opportunity to apply their knowledge of workplace skills toward planning for their own future. Ask them to turn to the Student Reflection Activity and the Personal Action Plan. Briefly describe the purpose of each of the worksheets (see below). (Please note: Omit the Student Reflection Activity if your class filled it out during lunch at the job site.)
7. Give the students 15 minutes to fill out the worksheets. Walk around the room and answer any questions students may have with regard to the education levels needed for careers or where they might obtain skills in addition to those taught in school.

### Student Evaluation Form

The Student Reflection Activity is designed to help a student think through the Job Shadow experiences from his/her own perspective. It will serve as a reminder of observations made and ask the student to relate the day to future plans.

### Personal Action Plan

Explain to the students that it is never too soon or too late to get the skills they need for the job they want. But they each must make a plan of action and a commitment to themselves to follow through. The Personal Action Plan is a starting point. Explain that in the business world, people set business and personal goals. Tell the students that as they fill out their Personal Action Plan, they are making both business and personal goals for their future. By establishing personal goals to increase their education level and their skills, they are making a better future for themselves.

Encourage the students to keep their Personal Action Plans in a safe place and check them in six months to see how they are doing.

## PERSONAL ACTION PLAN STUDENT WORKSHEET

It is never too soon to begin planning for your future. You may already know what career you will pursue. Or you may still be looking for that special career that would be right for you. Either way, planning now for the future may become a guide to fulfilling your dreams.

A promise to yourself: Reaching any career goal takes a personal commitment. Every plan for tomorrow requires some action today. Even if you have no idea which career is right for you, it is possible to begin preparing for the world of work. Promise yourself that you will try to gain the education, skills and experience that you will need to be successful in the future.

**Instructions:** Fill in the questions below to develop your own Personal Action Plan. If you know your career plans, target the specific education and skills you will need. If you are still looking for your career path, target the broad job skills that you learned about and observed on the job.

### Careers

The types of careers that interest me today are (if you don't know, write "I don't know yet"):

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### Personal Goal

To find out more about these jobs, I will:

- \_\_\_\_\_ Surf the Internet
- \_\_\_\_\_ Research careers at the library
- \_\_\_\_\_ Call the Human Resource personnel at companies or organizations
- \_\_\_\_\_ Other:

### Education Plan

Every job has a minimum education requirement. Most jobs in the future will have a two-year college requirement. Other jobs require much more education. Check how much education you want to begin your career.

- \_\_\_\_\_ High School Diploma
- \_\_\_\_\_ 2 years of college (associate's degree)
- \_\_\_\_\_ 4 years of college (bachelor's degree)
- \_\_\_\_\_ 6 years of college (master's degree)
- \_\_\_\_\_ 7-8 years of college (Ph.D.)

## Personal Goal

You have already discovered that doing well in education takes some work. List two things you can do immediately to help obtain your education goal (e.g., completing all your assignments, bringing up your grades, sending college applications in on time).

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## Skills

As you observed on the job site, every job requires a minimum set of skills. Write three specific skills that you will need in the future (e.g., a musician will require the ability to read music, a computer programmer will need advanced computer training, a businessperson will require proficiency in math). Then decide how you will obtain or strengthen that skill.

Skills Needed

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Ways I Can Obtain or Improve Them

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## Keeping Your Commitment

In the world of work, when goals are set, employees are accountable for meeting them. Make yourself accountable for getting the education and skills you need to be successful. Keep this Personal Action Plan and check it in six months. Ask yourself how you are doing, and then adjust your goals — or set new ones — to meet your plans for the future.

## POST-JOB SHADOW DAY CLASSROOM ACTIVITY: SAYING THANKS IS GOOD BUSINESS

### Overview

The students will learn how to write a thank-you letter to their Workplace Host.

### Objectives

- Students will learn how to write a business thank-you letter
- Students will convey the meaning of their day to the Workplace Host
- Students will learn that a thank-you note is always good business

### Preparation

Read through the activity. Have the correct spelling and mailing address of the workplace.

### Materials Needed

Sheets of paper, pens, large envelope and stamps

### Presentation (5 minutes)

Tell students that in many families and cultures, a thank-you note is the expected form of appreciation. When a family member or friend sends a gift, especially if it is a long distance, it is often considered common courtesy to send a thank-you note.

The same is true in the business world. People like to be thanked for their time and effort. Explain to the students that the Workplace Hosts were volunteers. They invested their personal time in preparing activities and demonstrating job skills because they cared about the students' futures. Yet these professionals still have to meet their own job deadlines. A thank-you note to them will show your appreciation. In addition, it builds a good relationship with the workplace so that students from your school will be more likely to be invited back for Job Shadow Day next year.

Explain to the students that, unlike the personal thank-you notes they may be used to writing, a thank-you note in business is short and focused. It is always of a professional quality (neatly written, with no grammatical or spelling errors).

**Activity (15-20 minutes)** Note: This can be a classroom assignment or a homework activity.

Tell the students that each of them will be writing a thank-you letter to his or her Workplace Host. Tell them to use their name and the school address for a return address. They should be sure to include their Workplace Host's title in the mailing address.

The letter will be one to two paragraphs long and should include no more than three short messages, such as:

- Thank you for your time.
- The most important thing I learned was:
- What I enjoyed the most was:

They need to convey a simple "thank you" or "sincerely" as a closing, and sign their name.

When the letters are complete, they should be collected and sent in one envelope to the Workplace Coordinator for distribution. A copy should also be included with the Job Shadow Day Survey and Report so that the Job Shadow Day Coalition can learn what student participants enjoyed about the event.

## TEACHER EVALUATION FORM

Thank you for participating in Job Shadow Day! Please complete this brief evaluation of your experience today and return a copy to the Workplace Coordinator so that we can continue to improve the program.

**Please rate the following on a scale of 1 to 5** (1 indicates that you strongly agree with the statement and 5 indicates that you strongly disagree).

I believe Job Shadowing has been a worthwhile experience for my students. 1 2 3 4 5

I have found linkages between my curriculum and Job Shadowing. 1 2 3 4 5

I have found the materials supplied by the workplace useful. 1 2 3 4 5

I would like to participate in Job Shadowing again with future students. 1 2 3 4 5

I would recommend workplace Job Shadowing to other school personnel. 1 2 3 4 5

For successful Job Shadowing experiences in the future, you might:

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What should we continue to do?

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What should we stop doing?

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How could we better help you use Job Shadowing at your school?

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Any additional comments?

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## PARENT/GUARDIAN CONSENT FORM

Your son or daughter has been invited to attend a Job Shadowing experience at a workplace. He or she will be assigned to an employee, a Workplace Host, who will lead him or her through a department in the workplace. They will discuss a typical workday and explore different aspects of working in a particular industry and what skills they are learning in school that are needed in the working world. They will then join classmates, other area students, teachers and workplace employees for a luncheon to discuss what they observed and learned. The student's school will provide transportation. In order for your child to participate, this form must be filled out and returned to his or her teacher before the day of the event.

### Permission to Participate in Workplace Job Shadowing

My son/daughter, \_\_\_\_\_ ,  
may participate in a Job Shadowing experience, which will take place at \_\_\_\_\_  
\_\_\_\_\_ on \_\_\_\_\_  
between the hours of \_\_\_\_\_ a.m. and \_\_\_\_\_ p.m.

### Permission to Travel to the Workplace

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

### Photo Release

I understand that Job Shadow Day attracts attention from the media and is also used to promote partnerships between schools and employers, so there is a possibility that children will be photographed during their experience. I grant permission to photograph my son/daughter,

\_\_\_\_\_  
for these promotional and educational purposes.

**SIGNATURE OF PARENT OR GUARDIAN**

**DATE**

\_\_\_\_\_

## MEDICAL AUTHORIZATION

In order for your child to participate, this form must be filled out and returned to his or her teacher before the day of the event.

Should it be necessary for my child to have medical treatment while participating in the Job Shadowing program, I hereby give the school district and workplace 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 workplace, if needed.

STUDENT'S NAME

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ADDRESS

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DATE OF BIRTH

HOME PHONE

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DAYTIME PHONE CONTACT INFORMATION FOR PARENT/GUARDIAN

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CONTACT OTHER THAN PARENT/GUARDIAN

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RELATION TO STUDENT

PHONE

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FAMILY DOCTOR

PHONE

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PREFERRED HOSPITAL

PHONE

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

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I hereby agree to all of the above authorizations and permission.

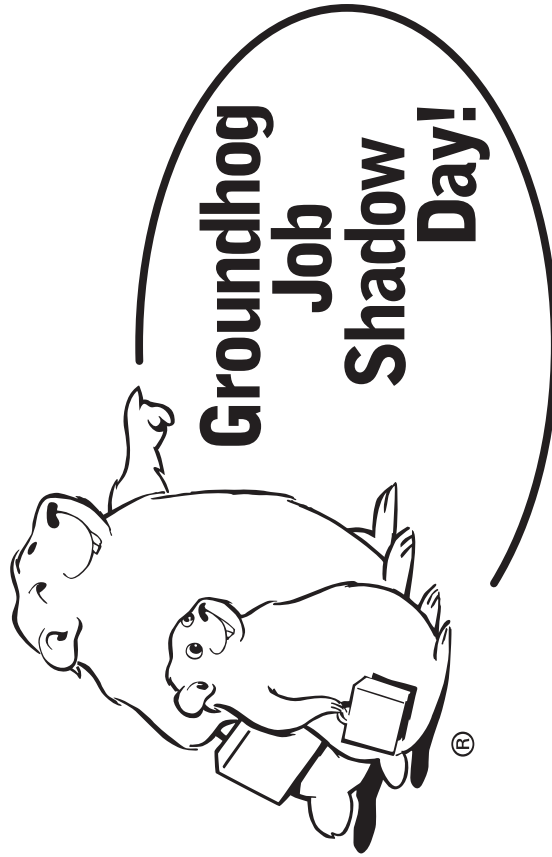
**SIGNATURE OF PARENT/GUARDIAN**

**DATE**

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# NATIONAL GROUNDHOG JOB SHADOW DAY!



Participant's name

**In recognition of your contribution  
to the development of the future  
workforce by participating in  
Groundhog Job Shadow Day!**

Date

## JOB SHADOW DAY SURVEY AND REPORT

### Dear Groundhog Job Shadow Day Organizer:

Please take a few minutes to complete this survey to assist us in providing the material and information you need for future Job Shadow Day guides. Your comments and suggestions are very important to us as we strive to improve our Job Shadow Day Guide. Please feel free to write or telephone us with any ideas or suggestions you may have.

Please note: teacher, student, and employer evaluation forms are located on pages 42, 34, and 17.

Sincerely,

National Groundhog Job Shadow Day Coalition

www.jobshadow.org  
info@jobshadow.org

909 North Washington Street, Suite 400  
Alexandria, VA 22314  
703-535-3874

Use this form to submit short descriptions of your activities, along with nonreturnable and CLEARLY LABELED photos, samples, student thank-you notes, or news clips for possible inclusion in next year's report.

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CONTACT PERSON

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ORGANIZATION

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ADDRESS

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CITY/STATE

ZIP

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DAYTIME PHONE

FAX

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E-MAIL ADDRESS

Briefly describe your Job Shadow Day activities below. If you need more space, please attach comments. Be sure to name any cosponsors and media coverage. Please clearly print or type.

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1a. Is this your first time observing Job Shadow Day?  YES  NO

1b. If no, for how many years has your organization participated?

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2. What is your primary job responsibility?

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3. Which activities and materials did you find most useful and why?

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4a. What additional activities and materials would be helpful to you in planning Job Shadow Day?

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4b. Which items in question 4a would you be willing to purchase at cost?

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5. Did any materials in the Job Shadow Day Guide inspire certain Job Shadow Day activities?

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6. What topics would you like featured in future Job Shadow Day Guides?

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7. Do you have a slogan(s) you would like us to consider for a future Job Shadow Day?

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8. How many people attended or were reached by your Job Shadow Day activities?

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## MEMBERS OF THE JOB SHADOW DAY COALITION

**America's Promise** — is a national non-profit organization founded by General Colin L. Powell aimed at mobilizing all Americans to help provide young people with the critical resources they need to become productive adults:

The Five Promises:

1. Ongoing relationships with caring adults;
2. Safe places with structured activities during non-school hours;
3. Healthy start and future;
4. Marketable skills through effective education; and
5. Opportunities to give back through community service.

Using public and private funds, America's Promise connects local efforts with other youth serving organizations and asset-rich partners to generate additional resources and build capacity so that more youth receive all Five Promises. Working hand-in-hand with our network of more than 1,000 groups, America's Promise also provides technical assistance and training, and develops innovative tools that help deliver added resources to young people at the community level. For more information visit [www.americaspromise.org](http://www.americaspromise.org).

**Junior Achievement** (JA) is the world's largest organization dedicated to educating young people about business, economics and free enterprise. Through a dedicated volunteer network, JA offers in-school and after-school programs for students in grades K-12. JA programs focus on seven key content areas: business, citizenship, economics, entrepreneurship, ethics/character, financial literacy, and career development. Today nearly 150 JA offices reach more than four million students nationwide. Through its international operation, JA reaches another two million students in more than 100 countries worldwide. For more information, visit [www.ja.org](http://www.ja.org).

The **United States Department of Labor's (DOL)** overall mission is to foster and promote the welfare of the job seekers, wage earners, and retirees of the United States by improving their working conditions; advancing their opportunities for profitable employment; protecting their retirement and health care benefits; helping employers find workers; strengthening free collective bargaining; and tracking changes in employment, prices, and other national economic measurements. Within the DOL, the Employment and Training Administration (ETA) contributes to the more efficient functioning of the U.S. labor market by providing high quality job training, employment, labor market information, and income maintenance services primarily through state and local workforce development systems. Many of ETA's major programs and services serve youth, including Job Corps and the Workforce Investment Act formula and grant programs. Additional information can be found at [www.dol.gov](http://www.dol.gov).

### **The Groundhog Job Shadow Day Coalition**

[www.jobshadow.org](http://www.jobshadow.org)

[info@jobshadow.org](mailto:info@jobshadow.org)