

PROGRAM STAFF TIP SHEET

Job Shadowing: Success Factors

A tip sheet for Learn & Earn Program staff

When designing and implementing your Job Shadowing program, keep the following success factors in mind.

BEFORE THE JOB SHADOW

- ❑ Apply the Work-Based Learning essential elements.
 - › Address the elements in the design of your Job Shadowing program.
 - › Check in with the elements periodically to ensure that all ten are being addressed in the implementation of the program.
- ❑ Address key legal, safety and health issues.
 - › Job Shadows are usually treated in the same way that organizations or schools treat field trips. Your organization's policies regarding transportation, liability and workers compensation insurance apply.
 - › Youth and young adults participating in Job Shadows should receive relevant safety instruction and gear if required (e.g., eye goggles, hard hat, gloves).
 - › Youth and young adults participating in Job Shadowing activities can participate in mock situations, shadow employees, or even participate in the operations of the workplace as long as the person typically responsible for the duty is observing the youth or young adult.
- ❑ Address logistics.
 - › Effectively match youth and young adults with Job Shadow hosts, based on their career interests and personal factors. Job Shadow experiences are more meaningful when they occur in a career area that interests the youth/young adult and complements their learning.
 - › Confirm scheduling and transportation arrangements for youth/young adults. Check with the contact person at the workplace to ensure that logistical details are arranged. Confirm dress requirements for the Job Shadow.
 - › Collect any required forms.
- ❑ Identify desired learning objectives.
 - › Meet with youth and young adults to help develop specific learning objectives.
 - › Share the expected outcomes with the Job Shadow host.

- ❑ Prepare youth and young adults to maximize their learning.
 - › Match youth and young adults to opportunities that match a career interest.
 - › Discuss expectations of the experience and what the youth/young adult may want to learn.
 - › Discuss what youth/young adults know about the company or organization and how it impacts them.
 - › Support youth/young adults in researching the company or organization and the industry so that they can ask meaningful questions during the Job Shadow.
 - › Have youth/young adults prepare questions and learning objectives that they would like to accomplish during the Job Shadow.
 - › Discuss appropriate dress and behavioral expectations that will allow youth/young adults to make the most of the Job Shadow.
- ❑ Prepare Job Shadow hosts for the experience.
 - › Conduct orientations for Job Shadow hosts (at their workplace).
 - › Provide information regarding the participating youth and young adults.
 - › Provide Host Tip Sheet and other support materials to company or organization so they can plan the most learning-rich experiences possible.
 - › Provide context for the Job Shadow host. Share the Professional Skills Fact Sheet from this toolkit. Make sure the Job Shadow host understands the focus of your program, and where the youth/young adult is in their stage of development.

DURING THE JOB SHADOW

- ❑ Ensure that youth and young adults receive instruction in workplace safety.
 - › Have the workplace partner include a safety talk in his or her opening remarks, highlighting potential hazards.
- ❑ Arrange for youth and young adults to speak to employees with different levels of responsibility.
 - › A rotational Job Shadow can be structured so that youth and young adults spend some time in each division learning about the issues that are important to them.

AFTER THE JOB SHADOW

- ❑ Provide post-Job Shadow activities to structure youth and young adult reflection.
- ❑ Help youth and young adults make the connection between academics and training topics and the industry.
- ❑ Have youth and young adults write thank-you letters to the employer or organization partner.
- ❑ Assist youth and young adults in determining their next step in learning about careers.
- ❑ Utilize employer or organization partner feedback to inform continuous improvement process.
- ❑ Have youth and young adults and employer or organization partners complete an evaluation of the programs to assist you in continuous improvement.