P-TECH Coordinator Tip Sheet
Job Shadowing: Success Factors
A tip sheet for P-TECH coordinators or intermediary partners responsible for implementing Job Shadows

When designing and implementing a Job Shadowing program at your P-TECH school, keep the following success factors in mind.

Before the Job Shadow

❑ Apply the Work-Based Learning Essential Elements (Section three).
- ✓ 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 schools treat field trips. Your school's policies regarding transportation, liability and workers' compensation insurance apply.
- ✓ Students participating in Job Shadows should receive relevant safety instruction and gear if required (e.g., eye goggles, hard hat, gloves).

❑ Address logistics.
- ✓ Effectively match students 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 student and compliments their learning.
- ✓ Confirm transportation arrangements for students.
- ✓ Make sure you have a phone number at the workplace where the student can be reached in an emergency.
- ✓ Confirm dress requirements and ensure that special accommodations needed for students and staff are arranged in advance.
- ✓ If multiple employees at the same company are offering shadowing opportunities, let the workplace know how many students and staff they can expect for the Job Shadow.
- ✓ Collect any required forms.

❑ Identify desired learning outcomes.
- ✓ Meet with students, case managers and instructors to help develop specific learning objectives.
- ✓ Have the student develop personal learning objectives for the visit.
- ✓ Share the expected outcomes with the Job Shadow host.

❑ Prepare students to maximize their learning.
- ✓ Match students to opportunities that match a career interest. Job Shadows are most successful when students are shadowing a position that they think they might want to hold in the future.
- ✓ Discuss student expectations of the experience and what the student may want to learn.
- ✓ Support students in conducting research on the company and the industry, so that they can ask meaningful questions during the Job Shadow.
- ✓ Have students prepare questions and learning objectives that they would like to accomplish during the Job Shadow.

- ✓ Introduce frameworks and materials that will help students organize what they learn at the workplace.
- ✓ Discuss behavioral expectations that will allow students to make the most of the Job Shadow.

❒ Arrange for students to speak to employees with different levels of responsibility.
- ✓ A rotational Job Shadow can be structured so that students spend some time in each division learning about the issues that are important to them.

❒ Prepare Job Shadow hosts for the Job Shadowing experience.
- ✓ Conduct orientations for Job Shadow hosts (at their workplace).
- ✓ Provide information regarding the participating student. Employers and other potential Job Shadow hosts are better able to host when they have advance information about the student and ideal structures for Job Shadows. Consider having the student send an email introduction to the host prior to the shadowing visit.
- ✓ Provide Job Shadow hosts with the Employer Tip Sheet and other support 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 toolset. Make sure the Job Shadow host understands the focus of your program, and where the student is in their stage of development.

After the Job Shadow

❒ Provide post-Job Shadow activities to structure student reflection.
- ✓ Have students create a presentation based on questions prepared before the Job Shadow and report back to others. Consider having the student share his or her presentation with the person they shadowed.
- ✓ Have groups of students participate in a structured directed reflection process.

❒ Help students make the connection between academics and training topics and the industry.
- ✓ You can have students work individually or in groups to develop a matrix that shows the connection between their studies and the skills required at the workplace.

❒ Have students write thank-you letters to the employer partner. This lets the employer partners know you value their participation, which may encourage them to participate again, and it provides important literacy practice for students.

❒ Assist students in determining their next step in learning about careers.
- ✓ Job Shadowing provides students an opportunity to discover the elements of building a career. After a Job Shadow and reflection activities, students can articulate the next level of questions that this visit has inspired, identify other workplaces they would like to visit and make the educational plans they need to move toward the career of their choice.

❒ Utilize employer partner feedback to inform continuous improvement process.
- ✓ Have students and employer partners complete an evaluation of the programs to assist you in continuous improvement.