



Job Shadowing Guide for WBL Coordinators, Teachers and Instructors

Introduction

This guide is designed to help design, structure and support Job Shadows that work for students and young adults, employers, teachers and career pathway program staff. It is part of the Earn & Learn East Bay Work-Based Learning Toolset, which provides quality approaches and strategies to create high-quality, safe and legal Work-Based Learning experiences for students and young adults.

Job Shadowing Overview

Job Shadowing is a Career Exploration activity in which a student or young adult is paired with an employee, observes the workday of that employee, interacts with clients or customers and attends meetings and other appointments with the person they are shadowing. Job Shadows are designed to help students and young adults explore a field of interest while developing research skills and building occupational knowledge. A Job Shadow is conducted at the workplace and provides the opportunity for the student/young adult to ask questions of the person being shadowed throughout the day. While most Job Shadows are conducted over the bulk of the work day, variations exist, including allowing a student or young adult to rotate through a number of different departments over a number of days.

Job Shadowing experiences are designed to promote:

- Exploration of a field of interest
- Exposure to careers and jobs
- Awareness of the academic, technical and personal skills required in particular jobs.
- The opportunity to practice communication and other professional skills

Job Shadowing Support Materials

Tip sheets and checklists for program coordinators, employer partners, teachers, and students and young adults are provided in the Earn & Learn East Bay WBL Toolset to help design, structure and support Job Shadowing experiences to maximize learning. Each tip sheet supplements the Work-Based Learning quality elements described in section one of the toolset, and provides a set of success factors and lists of activities or tasks to perform before, during and after the experience. A fact sheet for prospective employers is also provided.



Tip Sheets and Fact Sheets

Coordinator Tip Sheet: Job Shadowing Success Factors

A tip sheet for intermediary staff, WBL liaisons, connectors and program staff

Teacher Tip Sheet: Job Shadow Success Factors

A tip sheet for teachers to help students and young adults get the most out of a Job Shadowing experience

Student/Young Adult Tip Sheet: Job Shadowing Success Factors

A tip sheet to help students and young adults get the most out of the Job Shadowing experience

Employer Tip Sheet: Job Shadowing Success Factors

A tip sheet for participating employers

- *What's my role in the Job Shadow?*
- *How do I get matched up?*
- *What should I talk about?*
- *How does this work?*

Employer Fact Sheet: Job Shadowing

A fact sheet for employers that describes what's involved in a company providing Job Shadowing opportunities

Tools

Work-Based Learning Readiness Worksheet

Work-Based Learning Experience Assessment Tool

The Importance of Structured Activity

All Job Shadowing should include structured activity before, during and after the experience. These activities help ensure that all involved parties have meaningful, productive experiences that result in enriched learning. Proper planning and preparation, attention to legal and logistical details, maximization of learning potential, and communication and support for the students/young adults and speakers will help ensure success.

Sustaining and growing Job Shadowing programs and all other Work-Based Learning types depend upon developing and maintaining positive relationships with the employers who are providing opportunities to the students and young adults being served. These employers should be treated as valued customers and partners with frequent check-ins to address participation needs as they arise.