



Student Job Shadow Guide

Handouts Included:

- Job Shadow Overview
- Job Shadow Career Opportunity
- Job Shadow Pre-Assignment (2 Pages)
- CTE Dress Codes for Work-Based Learning
- Talking Points
- 21st Century Skills
- Job Shadow Evaluation

CTE Job Shadows

Job Shadows are one-day deep dives into a specific career where students engage in hands-on occupational exploration and learning.



CTE IS COMMITTED TO HELPING STUDENTS EXPAND THEIR OPPORTUNITY NETWORK

CTE believes that students should have every opportunity to explore multiple paths to their future. CTE works diligently to provide opportunities for students to explore their career interests in both classroom and real-world environments. Many CTE students have not directly experienced a professional work environment leaving major knowledge gaps in career awareness and work-culture norms. Often students do not experience this until their first job when the stakes are high. A job shadow is a safe and supportive way to provide students a window into the professional world working alongside a caring professional mentor who is genuinely interested in the student's future.

CTE JOB SHADOWS OCCUR WHEN STUDENTS ARE BEGINNING TO TEST VARIOUS CAREER IDENTITIES

CTE programs are delivered over a three-year continuum from sophomore to senior year. Job Shadows are typically scheduled in March of the Junior year. By this point, CTE students have completed 1.5 years of CTE curriculum where they focused on technical and employability skills development. The job shadow serves a real-world one-day deep-dive into a work environment where classroom learning comes alive in a new context. During the day, a student partners with an industry professional who serves as part coach, part teacher and part mentor. The mentor serves as a new sounding board for students' career and educational interests without the pressure of teacher or parent expectations.

A job shadow creates a critical link between students and their future by providing a "day in the life" of a desired career.

GOAL: BUILDING BRIDGES

- ★ **Students rate participating in hands-on work activity as a critical job shadow success factor**
- Allow students to connect with a professional career mentor who is genuinely interested in their career goals
- Expand horizons by creating a breadth of opportunities for students to engage in various departmental activities
- Demonstrate connection between school and career by showing what skills are in demand
- Discuss how you use lifelong learning (informal and formal) to build your skills while on the job
- Create a list of potential leading questions that encourage the student to reflect on their interests, skills, and aspirations
- Provide an opportunity for student to build on their industry network by engaging persons across departments
- Get to know students' career and educational goals and provide feedback on goal setting and planning
- Demonstrate a caring, professional adult relationship based on mutual respect

PROGRAM DESIGN: INTERACTIVE - NOT PASSIVE LEARNING

- Job shadow visits have structure and a specific learning agenda to allow for learning as well as social interaction
- Student matches are based upon their employability assessment scores and specific career interests
- Shadow mentors should be a credible source of career information and have an expressed interest in participating
- Shadow mentor should be encouraged to allow youth to actively participate in day's work activity, not just observe
- Teachers are encouraged to conduct post-visit classroom activities to reinforce the job shadow
- Teachers must establish direct consequences for students who do not act professionally during the job shadow

CTE Students: Job Shadow Career Opportunity



A job shadow creates a critical link between you and your future by providing you a “day in the life” of your desired career.

WHAT IS A JOB SHADOW?

A job shadow is a rare chance to spend an entire day with an industry professional who cares about your future. You and your job shadow host will deep dive into the world of your career path. You will get a hands-on experience to test out what you learned in your CTE class. Couple of things will happen. You might be thinking, “Yes, I am right on about my career choice”. Or maybe, you realize, “Wait, I think I like this other job better.” Enthusiasm, questions and doubts are all part of the experience.

WHAT DO I GET OUT OF IT?

- ★ Fun and enjoyment from engaging with others who are as excited about your future as you are
- ★ Connect with professionals and get a hands-on experience in your desired career field
- ★ Talk openly with a concerned adult about your interests, skills, aspirations and potential concerns
- ★ Get feedback on your personal career and educational goals and plans - make a connection to help secure a summer job
- ★ Observe various jobs across different departments - Get a real feel for company culture
- ★ Build your industry network by meeting multiple professionals from different areas within the company
- ★ Make the connection between your classes and careers; host will talk about all of the skills required to do the job

WHAT 4 THINGS DO I NEED TO REMEMBER TO MAKE THE DAY A WIN?

- 1 Introduce yourself in a professional manner
 - Give your name
 - State what program you are in (“I am a Chicago Public Schools, Career and Technical Education Student”)
 - State your chosen career path (for example Culinary Arts)
 - Tell them what school you attend and what year you are (Junior)
- 2 Shake hands firmly in a traditional handshake manner
- 3 Make eye contact when engaged in any conversation or activity
- 4 Ask questions and show interest in your host and their company

WHAT DO I NEED TO DO BEFORE I GO?

- Complete the CTE Student Interest Survey
- Know whether or not you were rated work-ready by asking your teacher for your employability assessment status
- If you are work-ready, you will receive a job shadow offer via email from a CTE partner Developer.
- Respond in a timely manner to communication from CTE Partner Developers and Teachers
- If you accept an offer, sign your offer sheet & get your parent permission form signed
- Complete your job shadow pre-assignment and exercises
- Attend all job shadow workshops

CAN ONE DAY MAKE A BIG IMPRESSION?

- Appearance: Did you dress according to what was required on the job shadow offer sheet?
- Attendance: Did the you show up at the prior arranged time?
- Oratory/Speaking: Did you use appropriate language and friendly tone when talking with the host?
- Attitude: Did you bring a positive outlook to the job shadow and sustain it throughout the day?
- Ambition/Initiative: Did you communicate your career and college goals to the host?
- Verbal Communication: Did you effectively express your ideas in a clear and logical manner?
- Active Listening: Did you focus on your host’s conversation and ask clarifying questions?
- Feedback: Did you respond to constructive criticism without getting defensive or mad?

CTE Students: Job Shadow Pre-Assignment (pg1)

Student Name:

CTE Program:

Instructor Signature verifying that all items are complete

In preparation for your Job Shadow dress rehearsal, you will need to complete this assignment and bring all of the items on the checklist to class. Because this is a "Dress Rehearsal", this is your chance to practice everything that you will need for your Job Shadowing Day.

JOB SHADOW PRE-WORK ASSIGNMENT CHECKLIST

- 2 Copies of your Resume
- A Copy of your Job Shadow Offer Sheet
- Copy of Job Shadow Contact and Company in your wallet or bag
- School and Parental Permission Forms
- Completed Sign-Out Forms
- Your Transportation Plan to reach your Job Shadow Assignment*

- Answers to your Company Research Questions*
- Job Shadow Student Questions for your employer*
- Personal Elevator Speech*
- Dress Code Contract*
- Pen and Paper
- * mark assignments that are in this document

JOB SHADOW TRANSPORTATION PLAN

1. Where is my job shadow company located? What are the cross streets?

Street 1 _____ and Street 2 _____

2. What types of transportation will I need to use to get to my assignment?

Take _____ transfer to _____ transfer to _____

3. How long will it take to get from my house to the job shadow assignment? _____

(Did you allow for the time it might take you to wait for each train or bus?)

4. What time will I leave the house in order to arrive 15-30 minutes before my scheduled start time? _____ AM

5. Who will I call if for any reason I have difficulty making it to my Job Shadow Assignment?

6. CPS Contact: _____

CPS Contact's Phone: () _____ - _____

Job Shadow Company Contact: _____

Job Shadow Company Number: () _____ - _____

(Company main number can be found on the company contact page of the website)

Now, text your own phone the address and phone number of the Job Shadow Company so you have it in your phone in case you lose this piece of paper.

CTE Students: Job Shadow Pre-Assignment (p2)

COMPANY RESEARCH

Go online and look up the Company where you will be job shadowing.

1. Is there any information about your Job Shadow Host on the Internet? Is their bio on the company website? Do they have a profile on LinkedIn?
2. What type of business is your Job Shadow Company in? Who are their competitors?
3. What goods or services do they provide?
4. Create three questions to ask your Job Shadow Host
 - Question 1
 - Question 2
 - Question 3
5. Print the Company information so that you will have it to study before your job shadow day

ELEVATOR SPEECH

When you introduce yourself to your host and others at your Job Shadow Company, what are you going to say?

Create a brief introduction for yourself- we call this an elevator speech. Elevator speeches are useful when you only have a brief moment in time to make a positive first impression. Your elevator speech should proceed as follows:

1. Give your name
2. State what program you are in ("I am a Chicago Public Schools, Career and Technical Education Student")
3. State your chosen career path (for example Culinary Arts)
4. Tell them what school you attend
5. Tell them what year you are (Junior)

So, when you meet your host for the first time, you will shake the person's hand, maintain eye contact and give your elevator speech. For example-:

"Hello Mr. Host, it is nice to meet you. My name is Sheryl Johnson. I am a Chicago Public Schools CTE student and a junior at Dunbar Vocational High School. My chosen career path is Culinary Arts. So, I am really looking forward to learning more about food preparation today."

Practice your elevator speech with family and friends prior to your Job Shadow Workshop.

CTE Dress Codes for Work-Based Learning

Appearance is part consumer marketing and part professional armor.

- I. You represent not only yourself but CPS, CTE, and your school. We strive to impress on employers that you are young professionals as well as students.
- II. Your dress can be a bridge to a new culture and protect you from feeling uncomfortable in a new environment.



DRESS CODES

1. All clothes must be clean and wrinkle-free.
2. Men's shirts such as Polo or Button-Up Shirts must have a collar and sleeves.
 - Shirts should fit correctly; not oversized or tight
 - No graphic prints on shirts or undershirts
 - Shirts must be buttoned except for the collar button
 - Shirts must be tucked in and stay tucked in when moving and bending. Skin must NOT be visible between the pants and the shirt.
 - No hoodies should be worn
3. Men's pants must be properly fitting slacks
 - Pants cannot be baggy, sagging or tight
 - A belt must be worn properly
 - Jeans or shorts are not appropriate *
4. Women's shirts must have a tailored collar and sleeves.
 - Shirts must fit correctly; not too oversized or tight
 - No graphic prints on shirts, undershirts or undergarments for women
 - Shirts must be buttoned except for the collar button. No cleavage for women
 - Shirts must be long enough to be tucked in. Skin must NOT be visible between the pants or skirt and the shirt
 - No cropped sweaters, vests or jackets for women
 - No hoodies can be worn
5. Women must wear an appropriate skirt or well-fitting pants
 - Pants and skirts cannot be baggy, sagging or tight
 - Women may not wear wide belts
 - Jeans, shorts and capri pants are NOT allowed
6. Skirts must be to the knee and not high-waisted or form-fitting
7. Professional grooming is required. This includes:
 - Showering
 - Using deodorant
 - Brushing your teeth
 - Using no or minimal cologne or perfume
8. Hair should be kept clean and neat.
 - No wild hairstyles
 - Should not be dyed an unnatural color
9. Men should be clean shaven and facial hair should be neatly trimmed
10. Visible body jewelry and tattoos are NOT allowed.
 - Men's jewelry should not be visible except for a ring and watch
 - Men should not wear earrings
 - Women may wear 1 ring per hand, a watch or bracelet and 1 simple necklace, one set of earrings no longer than 1 inch
11. Shoes must be clean and of a business design.
 - Athletic shoes/sneakers/tennis shoes are NOT allowed*
 - Women's open-toed, knee high or backless shoes should be left at home
 - Winter boots should not be worn
 - Women should wear heels that are less than 2 inches
 - Men should wear dark colored socks
12. Fingernails should be kept clean, trimmed and have no color, or neutral color without designs or embellishments
13. Women's make-up should be natural looking with neutral colors
14. Music playing devices (such as iPods) should NOT be seen or used
15. Cell phones should be turned off or set on silent, and should not interrupt for any reason

* Items are NOT allowed unless specified by Host Company as appropriate.

Talking Points

Most opportunities are generated from an enthusiastic, informative and honest conversation between two people.



STUDENT TO HOST

1. What did you want to do for a career when you were my age?
2. What was your first job?
3. How many jobs have you had?
4. How did you get the job you have now?
5. What was your favorite job?
6. What is the part of the job you love the most?
7. What is the part of the job you dislike the most?
8. What type of education did you need to get your job?
9. Where do you want to be in five years?
10. Is there anything you would have done differently?

HOST TO STUDENT

1. What about your future excites you most?
2. What do you think your strongest skills are?
3. What are the various careers you are thinking about besides this one?
4. What is it about these career choices you think would be interesting?
5. Do you have an idea of what type of education you might need?
6. Do you have a plan to achieve these career and education goals?
7. Are you worried about being able to achieve your goals?
8. Is there any advice or information I can give you to help you make a plan or achieve your goals?
9. Where do you want to be in five years?
10. Is there anything you would have done differently?

Industry Partners: Driving 21st Century Skills

Industry Partners should develop and hold students accountable to 21st century skills demanded by the current economy.

CTE has developed an easy to use Employability Assessment that measures performance on 16 core 21st century skills most demanded by employers.

WHAT ARE THE SIXTEEN 21ST CENTURY EMPLOYABILITY SKILLS AND WHAT ARE SOME SIMPLE EXAMPLES?

1. **Appearance:** *Does your intern dress as required when you are asked to wear a specific attire?*
2. **Attendance:** *Does your intern show up on time each day?*
3. **Oratory/Speaking:** *Does your intern use appropriate language and friendly tone when talking with others?*
4. **Attitude:** *Does your intern bring a positive outlook to work each day and sustain it throughout the day?*
5. **Accountability/Integrity:** *Does your intern take responsibility when he/she make mistakes?*
6. **Ambition Initiative:** *Does your intern take on extra work even when not required?*
7. **Self Control:** *Does your intern maintain a professional manner even in stressful situations?*
8. **Verbal Communication:** *Does your intern effectively expresses his/her ideas in a clear and logical manner?*
9. **Active Listening:** *Does your intern focus on the conversation you are having and ask clarifying questions?*
10. **Feedback:** *Does your intern respond to constructive criticism without getting defensive or mad?*
11. **Teamwork:** *Does your intern complete assigned functions on the team as well as work collaboratively with others?*
12. **Supervision:** *Does your intern complete required tasks without needing to be reminded?*
13. **Procedure/Rule Following:** *Does your intern follow or improve on your directions when completing tasks?*
14. **Problem Solving:** *Does your intern methodically work through problems or just attempt to “wing it”?*
15. **Information Management:** *Does your intern seek out resources to compete tasks, or does he/she overly rely on others for the answers?*
16. **Computer Literacy:** *Does your intern communicate using email in timely manner without spelling or grammar mistakes?*

CTE Students: Job Shadow Host Evaluation

Information:

- Date of Evaluation:
- Student Name & Student ID
- School Name & CTE Program
- Job Shadow Mentor Name & Title
- Company/Organization Name

Job Shadow Description (Briefly describes the type of job or jobs you learned about on your visit)

Evaluation Questions	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	N/A
Overall						
Overall, I had a positive job shadow experience.						
I benefited from my CTE job shadow experience.						
I would consider future internship opportunities or employment with the company.						
I feel like I can make better choices about my college and career path after having this experience.						
Content/Experience						
My job shadow experience increased my knowledge of the day to day activities of the job I shadowed						
My job shadow experience increased my understanding of what education is needed for the job I shadowed						
The job shadow experience made me more interested in pursuing a career in the field.						
My job shadow experience was related to the career program I am studying in school.						
The related CTE course taught in school helped me take advantage of my job shadow experience.						
Coaching / Training						
My CTE job shadow workshop provided me with the training/feedback needed to take advantage of the job shadow experience.						
I was given a specific job shadow mentor when I got to the company site.						
My job shadow mentor helped me network with others within the company.						
My job shadow mentor answered the questions I had about the job.						
My job shadow mentor inquired about my future plans for college and career.						
My job shadow mentor inquired if I would like to intern for the organization.						
I plan on staying in contact with job shadow mentor.						
My CTE internship contact (Partner Development Liaison) was available to ask questions, discuss issues or problems during my work experience.						

What did you like about your CTE job shadow experience?

What improvements would you recommend?