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# FHI 360 WORK-BASED LEARNING MANUAL

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include program design (e.g., the creation of models, protocols, tools and materials), project management, professional development, school-based coaching, creation of local and national networks, and collective impact and program evaluation. We have worked at the intersection of schools and communities for nearly 40 years, solving critical issues in education, health and youth development through projects in 48 states and with more than 400 school districts. Our staff are experts in education, health services, youth development, gender, school improvement, nutrition, communications, research and evaluation, technology and advocacy.

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## 6. Job Shadows

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### 6.1 Overview

#### What Are Job Shadows?

Job shadows are career exploration activities that place individual students in workplaces to interact and observe one or more employees<sup>1</sup>. Based on students' interests in specific careers and/or employers, job shadows can help students learn more about the nature of jobs and work environments as well as the education and training required to enter them.

Job shadows are sometimes the first opportunities for students to observe workplaces and have one-on-one interactions with employees, allowing for more in-depth exposure to both careers and work environments. Students benefit most from participating in several job-shadowing opportunities, because they are able to compare and contrast the careers and workplaces that are of interest to them.

The students' primary roles are to identify job shadow opportunities that would be of interest, interact with employees, record observations of careers and workplaces, and reflect on their experiences.

#### Which Students Participate in Job Shadows?

Job shadow experiences are typically made available to students in 10th through 12th grades who have already participated in some career awareness and exploration activities. As with other WBL activities, the content and expectations for job shadows should reflect each student's need for additional information about specific careers.

#### How Are Job Shadows Structured?

Typically lasting between four and eight hours, job shadows are individual student activities. While each job shadow should be tailored to the specific employee and student, a sample agenda for a job shadow would include:

- Introductions, welcome, overview of the industry and the employer: 30 minutes
- Workplace tour: up to 30 minutes
- Individual shadowing time (including informational interview): 2 - 6 hours
- Wrap-up/reflections meeting: 1 hour

Occasionally, job shadows are organized so that students spend part of their time with two or more different employees. If more than one employee is available, a rotational job shadow allows students to gather information about multiple careers or multiple perspectives on the same workplace or career.

Based on local needs and context, job shadow experiences may be offered to a group of students on a limited number of days or to individual students throughout the school year. Transportation and other logistics may vary depending upon the number of students and the schedule of job shadow visits.

### 6.2 How to Implement Job Shadows

Successful job shadowing experiences require collaboration, communication, and preparation by several stakeholders. The planning process involves preparing students to get the most from the experience, helping host

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<sup>1</sup> In this chapter, "employer" refers to the workplace representative who decides whether to offer job shadow opportunities to students. "Employee" refers to the person in the workplace who hosts the student. In small organizations, these may be the same person.

employees communicate effectively with students, and providing positive experiences for students and the host organization.

The work entailed in organizing job shadows can extend over several months. As noted in the *Introduction*, the following implementation steps should be followed.

1. Identify the stakeholders needed to assist with implementation. Typically, these will be district or school staff and representatives of employers and/or employer associations.
2. Secure agreement from school administrators and teachers to assist in planning job shadows. Solicit their preferences for scheduling and for how the students will be selected.
3. Collect information on students' career interests. This may be done by teachers, counselors, or career advisors.
4. Based on students' interests, identify employers to ask to host job shadows. Employer recruitment can take time, so an early start is advisable.
5. Prepare students for their job shadows.
6. Prepare the host employees.
7. Conduct the job shadows. Document them with photos, as appropriate.
8. Provide structured opportunities for students to reflect on their job-shadowing experiences.
9. Obtain evaluations from students and their hosts.
10. Thank the hosts and the school staff who participated. Give recognition to participating employers.

The following pages provide more detailed descriptions of steps that should be taken to implement well-organized job shadows. These steps are presented in the form of a time line, starting months before the job shadows take place. The time line is flexible and can be condensed, but proper student and employee preparation is important.

### 6.3 Suggested Implementation Time Line

Note: Throughout this manual, the term WBL coordinator (typically, a district or school staff member) is used to refer to the individual responsible for planning and implementing WBL activities. Depending on the activity and context, stakeholders from school sites (counselors, teachers, and administrative staff) may be involved. The WBL coordinator should be sure to use the WBL database, as described in the *Introduction*, to track employer and school contact information as well as the tasks each has agreed to carry out with respect to job shadows.

The WBL coordinator should refer to the overall WBL plan (see *Introduction*), if there is one, to ensure that the scheduling of job shadows for specific employers or students from a particular school is coordinated with the implementation of other WBL activities planned for that employer or that school. Both the employers and the school staff will appreciate it if the WBL coordinator initiates contact for job shadows in that larger context. Since it is desirable for students to complete more than one job shadow, if possible, these activities should be scheduled on multiple dates, probably at different times of the year. Planning can be completed at the beginning of the school year, with implementation conducted on a rolling basis ahead of each date. This chapter assumes that multiple students will be engaged in job shadowing on the same day, which would allow for some efficiencies in planning transportation and securing parent/guardian and teacher permission for the students. However, job shadows can be planned for individual students with considerably less lead time than suggested below.

Note: The WBL coordinator is assumed to be the individual responsible for completing or assigning the tasks listed below, except where noted otherwise.

## Six months before the job shadows

- In partnership with school staff (e.g., counselors, career advisors, teachers, and administrators), determine which students or classes will participate in job shadowing.
- Conduct student interest survey to determine how many students are interested in job shadows in each career or industry cluster. Students should be encouraged to select three careers of interest.
- Working with school staff, determine the desired dates for job shadows, allowing for proper preparation and outreach.
  - Consider choosing February 2 as one of the dates to align with National Groundhog Job Shadow Day.
  - Review community and school calendars to avoid conflicts.
  - Confirm feasibility of proposed dates with key employer partners.
- Work with school staff to determine how they will obtain teacher and parent/guardian permission for students to register and participate in job shadows and be absent from classes. Examples of permission forms are provided in the *Resources* section, but it would be best to use the same forms used for field trips and the same process and deadlines for distributing and collecting them. The forms may need to be modified to include a release for photographic documentation or to disclose any safety risks posed by visiting specific workplaces.
- Develop criteria for employer outreach. Not all interested employers will be able to participate due to safety or other regulations. It may be possible to arrange job shadows at workplaces where there are safety risks by structuring the job shadows to limit student exposure to risks. For example, a job shadow in a restaurant may allow students to tour the kitchen but not to handle knives or other dangerous equipment. Similarly, students may be able to visit an oil field office but not actually go out to the oil field.
- **(Teachers<sup>2</sup>)** Begin introducing the benefits of job shadows and what students need to do to prepare for them.

## Four months before the job shadows

- Review the employer outreach section of the *Introduction* and use the WBL database to identify potential job shadow hosts. Use the student interest survey results to target high-priority employers. Begin making contacts.
  - Start with employers that had positive previous experiences with job shadows or other WBL activities. Send them an email such as the sample provided in the *Resources* section.
  - Meet with representatives of chambers of commerce, other industry and trade associations, and service clubs to talk about job shadowing and ask them to encourage their members to participate. Provide whatever information they need (e.g., newsletter article or draft email to members) to make it easy for them to help. A sample email for a peer communication is included in the *Resources* section. The WBL coordinator might offer to attend a meeting to provide additional information about job shadows.
  - Engage economic development agencies, workforce development boards, and state departments of labor or commerce to identify other employers to target.
  - Submit information to school newsletters, company newsletters, local newspapers, and other media outlets.
  - Send information home with students for parent awareness and recruitment of additional employers.
  - Tap into the personal networks of district and school staff members to help make contact with employers.
- Contact employers that align with students' interests; make sure to contact more employers than needed because some will not be able to host job shadows. A sample email is provided in the *Resources* section,

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<sup>2</sup> The term "teachers" should be taken to include counselors, career advisors, or other educators who work directly with students.

but personal contact is the best approach, especially with employers that have previously participated in WBL activities. A sample form to confirm employers' participation as job shadow hosts is also provided in the *Resources* section.

- Encourage employers to host multiple students, if possible. Students may shadow employees in pairs or individually with different employees.
- Create employer resource materials such as the checklist provided in the *Resources* section, which can be adapted to the local context and specific needs. Be sure to include information and a time line for the job shadow hosts.
- As employers respond and confirm their participation, send them the employer checklist described above and offer to work with them to shape a job shadow experience that will be positive for their employees and the students.
- Schedule phone calls with employers to go over what is expected for job shadows, answer questions, and provide suggestions that will make the experiences productive for both students and their host employees. The employer checklist in the *Resources* section provides some pertinent guidance.
- Working with school staff, begin to match students with employers that align with their preferences for job shadow experiences. The available slots may not perfectly align with student interests, which will help identify any further employer outreach that may be necessary.

### Three months before the job shadows

- Identify transportation needs and how they will be addressed (e.g., bus, parents, or others).
- Continue employer outreach until job shadow slots have been secured for all students.
- Continue to work with employers to plan the job shadows they will host.
- **(Teachers)** Introduce students to expectations of being in a workplace, with emphasis on recognition and understanding of both written and unwritten rules of behavior, etiquette, and job responsibilities; assist students with resume preparation.

### Two months before the job shadows

- Continue employer outreach if necessary. As the number of students without confirmed job shadow hosts decreases, the final employer outreach efforts can be more narrowly focused on the needs of those students.
- Continue phone calls with employers to help them plan for participating in job shadows and to answer questions.
- Schedule a host employee orientation for one month before the job shadows at a location convenient to as many employers as possible. Send out a "save the date" email and ask for RSVPs.
- Make sure all students have completed their resumes.

### One month before the job shadows

- Identify media outlets that should be invited to cover the job shadows, including local and regional newspapers, radio and television stations, and school publications. Attracting media attention is easier when several students are doing job shadows in one location. Obtain permission from the employer host and students' parents to have media present.
- Complete matching students to host employees based on students' interests. If there is no confirmed job shadow host that matches a student's preferences, school staff should work with the student to identify a different job shadow that will enable him/her to move forward with career exploration.
- Conduct a host employee orientation that describes the purpose of the job shadows and gives an overview of youth development, WBL, and strategies to communicate with students. A sample agenda for the orientation is provided in the *Resources* section. (In rural areas, it may be impractical for all job

shadow hosts to meet in one place. The WBL coordinator could conduct briefings through conference calls or virtual meetings.)

- **(Teachers)** Introduce students to the informational interviews they will conduct during the job shadow activity to learn about the industry, the employer, and potential careers. This may be a review for students who have already conducted informational interviews (which are described in *Chapter 5*). These students may be good resources for their classmates.
- **(Students)** Begin to research the employers they will be visiting. Each student's research should be specific to the host organization and industry and thorough enough to prepare for informational interviews and other conversations during their job shadows.

## Two weeks before the job shadows

- Finish matching students with host employees.
- Make sure all students turned in student registration/parent permission forms and forms for teacher permission for class absence and that alternate arrangements have been made for students who are not participating.
- Touch base with the host employees to confirm their plans and answer questions.
- Confirm parent-, student-, and/or school-provided transportation.
- **(Teachers)** Have students continue research on their host organizations, prepare informational interview questions, and complete their resumes.
- **(Students)** Make confirmation calls to their employer hosts. A sample call script may be found in the *Resources* section.

## One week before the job shadows

- Contact media for possible coverage of one or more job shadows, if employer hosts and parents have given permission. This is typically done via email with a short description of the job shadow and why it is newsworthy.
- Address any questions or concerns that students (or their parents) may have.
- Print and distribute materials for students to use: job shadow confirmation form completed by student during confirmation call; the information collection sheet (to be completed at workplace); and the student evaluation. Samples of these materials are included in the *Resources* section.
- **(Teachers)** Have students send introductory emails to their hosts. A sample email is included the *Resources* section.
- **(Teachers)** Review expectations for workplace behavior (including how to dress).

## One day before the job shadows

- Send final confirmation emails to job shadow hosts, including contact information for questions or concerns during the day as well as emergency contact information. Attach evaluation forms for employers to complete after the job shadows.
- Send a reminder and description of the job shadow activity to media outlets (if previously agreed to by the participating employers).
- Confirm that all necessary parent permission and class absence forms were received and that all transportation arrangements are in place.
- Ensure that students have their job shadow schedules, transportation arrangements, forms, resumes, and instructions for what to do if they are ill or will be late.

## Day of the job shadow

- Be available to attend to last-minute surprises.

- Direct media representatives to potential points of interest, such as an employer hosting several students or a workplace where students will be doing something particularly noteworthy.
- Visit as many job shadow sites as possible, taking photographs where it would not be disruptive to do so and prior permission has been obtained.

### One day to one week after the job shadow

- Send thank-you emails to employers and host employees along with evaluation forms; include a few highlights from student comments, photos, or media clippings to demonstrate how their participation in job shadows made a difference.
- Collect and review student and employer evaluations. Capture lessons learned for planning future job shadows. Follow up with employers who made unfavorable comments on their evaluations and take appropriate action promptly.
- Follow up with media representatives, even if they did not visit job shadow sites. Media organizations that did not attend may be given information and photos they can use. Share any coverage with all stakeholders; it can also be used for future recruitment of job shadow hosts.
- **(Teachers)** Have students complete thank-you notes to their job shadow hosts. Review the notes before they are sent.
- **(Teachers)** Conduct reflection activities and compile written reflections for dissemination to all participating students (and their other teachers).
  - Assist students in evaluating what they learned through the job shadows and their interest in the careers offered by their host employers.
  - Encourage students to present their reflections to the class, directly following the job shadow or when class content is related to the job shadow location.

## 6.4 Job Shadow Resources

Note: These forms can be printed with expanded space for written responses or adapted in other ways.

### WBL coordinator:

- Outreach email to employer
- Email from one employer to another
- Participation form
- Employer orientation agenda

### School:

- Student registration form
- Parent/guardian permission form
- Teacher permission form for absence from class

### Employer:

- Checklist/expectations
- Evaluation

### Student:

- Student introduction/resume email
- Information collection sheet
- Evaluation

## Sample Email to Employer from WBL Coordinator

Good Morning,

My name is John Doe, and I work for the XYZ (district or school). We have ## #th-grade students from (school or schools) who need to spend part or all of a day “shadowing” employees who work in careers the students wish to explore. Job shadows are part of a larger continuum of work-based learning opportunities that provide students with exposure and insight into real-world careers. These activities are valuable for students as they set and pursue education and training goals.

Our job shadows run from four to eight hours and typically involve time for an introduction to the organization, a tour of the workplace, individual shadowing time, an informational interview with questions the student has prepared, and a wrap-up meeting. Employers may choose to host one or several students. Our goal is to have all ## students job shadow on (date) or during that week. Please help us provide opportunities for each of our students.

I would like the opportunity to answer questions and provide additional information. If you are interested in having one or more students shadow you or colleagues at your workplace, please contact me directly at (email address and phone number) or complete and return the enclosed participation form. The next step will be for me to provide resource materials to you and other assistance in planning the job shadow experience. I look forward to working with you.

Thank you,  
John Doe, Title  
XYZ District or School  
Contact information

## Sample Email for Employers or Others to Forward

Good Morning,

My name is Jane Doe, and I lead the marketing and communications department for (Blue Star Telephone Company). (Blue Star) has been working with students from (XYZ district or school) for (how long?) and would like to encourage you to host a job shadow for one or more students. A job shadow allows a student to spend part or all of a day interacting one-on-one with one or more employees to develop a better understanding of what particular jobs entail. We've found job shadows to be a rewarding experience for our employees as well as a good form of early recruitment for Blue Star.

XYZ school district (or school name) is seeking job shadow hosts. Visiting your workplace will help broaden student awareness of potential careers in your industry. Typically lasting from a half-day to a full day, a job shadow is a relatively modest investment of time that may make a big difference in students' future education and career choices. For more information, please see the attached participation form or contact (WBL coordinator name, email, and phone). (WBL coordinator name) will be happy to work with you to plan a job shadow that will be rewarding for you and your employees and of great benefit to students.

If you have questions, please feel free to contact (WBL coordinator name) or me at any time.

Thank you,

Jane Doe, Title  
Organization  
Contact information

**Job Shadow Employer Participation Form** (WBL coordinator to fill in own name and contact information)

Job shadowing enables students to spend four to eight hours working one-on-one with employees to gain a better understanding of particular industries, workplaces, and careers. Job shadowing is an important part of a multi-year program that helps students learn about potential career opportunities and make better-informed decisions about the education and training required to attain their career goals.

Though job shadowing experiences vary, a typical agenda might include:

- Introductions/welcome/overview of industry and organization: 30 minutes
- Workplace tour: up to 30 minutes
- Individual shadowing time (including an informational interview): 2 - 6 hours
- Wrap-up/reflections meeting: 1 hour

If you are willing to host one or more students for job shadowing, please complete the following information and return it to me via email or fax by (date). I will then send you more information about job shadowing, and we can work together to plan an enriching day for one or more students and the employees who serve as their hosts.

Company/organization:			
Industry/business type:			
Address:		Number of students you can host:	
Preferred date and time for job shadow:			
Location (building, suite, or office number) to which student should report:		Lunch provided? Y or N	
Dress code (be specific):			
Department(s) to be shadowed and number of students per department:		Human Resources	Accounting
Marketing/Sales	Operations	Information Technology	
Management			
Other:			
Main contact name:			
Phone:		Email:	
Signature:			

Your support of student job shadowing is an important complement to classroom learning and truly helps shape the lives of our students. Thank you!

**For more information or questions** please contact (WBL coordinator, phone, and email).

## Employer Orientation Agenda

The employer orientation prepares the employees who will host high school students in their workplaces. Typically, the orientation lasts about an hour and is held at a site convenient to most employees or is sponsored by an employer. It should be scheduled approximately one month before the job shadows at a time that works for most of the employees who will be directly supervising the students.

Sometimes students are invited to the orientation session if the time and location make it feasible for them to attend. The orientation session can be a good way to introduce employer hosts to the students assigned to shadow them.

Below is a sample agenda for the employer orientation:

- Introduction of district and school staff working on the job shadow program -- 5 minutes
- Review of the employer's roles for the job shadows -- 25 minutes
  - Time and duration of the job shadows
  - What students are permitted and not permitted to do in the workplace
  - Safety precautions
  - What kinds of questions to anticipate
- Questions and answers -- 10 minutes
- Employer and student introductions, if students attend – 10-20 minutes (optional)

Note: In rural areas, it may not be possible to arrange a group orientation due to long travel times. In such circumstances, the WBL coordinator may conduct briefings through conference calls or virtual meetings.

**Student Registration and Parent/Guardian Permission Form for Job Shadows** (Top part to be completed by WBL coordinator, except for names)

Both the student and the parent or guardian should review the expectations outlined in this form. A signature on this form grants permission to participate and indicates a commitment to fulfill the expectations. **This form must be signed and returned to (whom, where) by (due date) or the student will not be able to participate in the job shadow.**

Student name:	Parent/guardian name:
Date of job shadow:	Employer host and location:
Start and finish time for job shadow:	Transportation arrangements:
School contact name, phone, and email:	Work-based learning coordinator name, phone, and email:
<p>Expectations for students:</p> <ol style="list-style-type: none"> <li>1. Participate in classroom lessons to prepare for the job shadow.</li> <li>2. Obtain permission and assignments from teachers for all classes that will be missed.</li> <li>3. Arrive on time.</li> <li>4. Adhere to the dress code specified by the employer.</li> <li>5. Demonstrate appropriate workplace behavior.</li> <li>6. Listen to hosts and ask questions.</li> <li>7. Record observations on the student observation form.</li> <li>8. Conduct an informational interview of the job shadow host employee.</li> <li>9. Participate in class reflection activities after the job shadow.</li> <li>10. Write a thank-you note to the job shadow host.</li> <li>11. Complete an evaluation of the job shadow.</li> <li>12. Complete all assignments from the missed classes.</li> </ol>	
<p>Expectations for parents or guardians: Please check each box to indicate that you understand and agree to each item.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Support student's participation and fulfillment of the above expectations.</li> <li><input type="checkbox"/> Give permission for student to participate, understanding that the (name of district) bears no responsibility for health, accident, or transportation insurance while the student is away from school to participate in the job shadow.</li> <li><input type="checkbox"/> Give permission for the student to be photographed during the job shadow.</li> <li><input type="checkbox"/> (If needed) Provide transportation to and from the job shadow.</li> <li><input type="checkbox"/> (If needed) Allow student to drive to and from the job shadow.</li> </ul>	
Student signature:	Parent signature:

**Teacher Permission Form for Class Absence** (Only include periods that students will miss.)

You are excused from (part of day or full day) of school on (date) to participate in a job shadow. There are certain procedures that must be followed for this to happen. All teachers whose classes you will miss must be informed, and you must obtain all assignments for the day of the job shadow. It is up to your individual teachers to decide when the assignments you miss will be due.

**This form must be completed with all teacher signatures and turned in to (whom) by the established deadline in order for you to be excused from classes and permitted to go to your job shadow assignment.**

Student name:	Date of job shadow:
Period 1 teacher signature:	Assignment:
Period 2 teacher signature:	Assignment:
Period 3 teacher signature:	Assignment:
Period 4 teacher signature:	Assignment:
Period 5 teacher signature:	Assignment:
Period 6 teacher signature:	Assignment:
Period 7 teacher signature:	Assignment:

## Employer Job Shadow Checklist/Expectations (Top part to be completed by WBL coordinator)

Thank you for agreeing to host a job shadow experience. To help you prepare, we have created the following checklist to use in planning the job shadow. Please contact the work-based learning (WBL) coordinator for assistance or to ask questions.

Date of job shadow:	Student arrival time:
Number of students:	Student departure time:
Student name(s):	
School:	
School contact name, phone, and email (if needed):	
WBL coordinator name, phone, and email:	

Expectations:	Check:
<ol style="list-style-type: none"> <li>1. Speak or meet with the WBL coordinator to discuss the plan for the job shadow, including matching the students' career interests as closely as possible with the jobs at your organization. He or she will offer useful tips for making the experience rewarding for both the students and the employees who serve as hosts. This typically takes 15-20 minutes.</li> <li>2. Determine which employees will host student job shadows; assume a maximum of two students per employee.</li> <li>3. Each host employee should review the job shadow information and attend an orientation. Hosts should be prepared to answer questions about the organization, its industry, the types of careers available, and the education they require. They should also be prepared to talk about their own career paths.</li> <li>4. Send a draft schedule for the job shadow to the WBL coordinator, who may be able to offer helpful suggestions. A simple job shadow agenda could include:               <ol style="list-style-type: none"> <li>a. Introductions/welcome/overview of industry and organization -- 30 minutes</li> <li>b. Workplace tour -- up to 30 minutes</li> <li>c. Individual shadowing time (including an informational interview conducted by the student) -- 2-6 hours</li> <li>d. Wrap-up/reflections meeting -- 1 hour</li> </ol> </li> <li>5. Let the WBL coordinator know if lunch will be provided or if the student should bring a lunch.</li> <li>6. Advise the WBL coordinator if any safety precautions or equipment that will be required or if there are security procedures that will be necessary when the students arrive.</li> <li>7. Decide whether the WBL coordinator may take photographs of the job shadow or bring media representatives without being disruptive.</li> <li>8. Return an employer evaluation form following the job shadow.</li> </ol> <p>Thank you very much for agreeing to host a job shadow. Please contact the WBL coordinator at any time with questions or concerns. It is part of his/her job to make sure everything goes smoothly.</p>	

**Job Shadow Employee Host Evaluation (To be completed by each employee host with a copy to the individual who gave permission to host a job shadow)**

Thank you for taking the time to host student(s) at your place of work. Your support of this program provides students with opportunities to make better decisions about their future careers. Your feedback is valuable to ensuring high quality job shadow experiences in the future. Please take a few minutes to complete this form and return it to (name and email address) at your earliest convenience.

Your name:	Phone number:
Title:	Email:
Organization:	Student name(s):
Date of job shadow:	

Please evaluate the student in each of the following areas.

PUNCTUALITY				
Reported at appropriate time	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Departed at appropriate time	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
PROFESSIONAL APPEARANCE				
Dressed appropriately	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Well-groomed	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
PROFESSIONAL CONDUCT				
Confirmed appointment prior to job shadow	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Behaved professionally at worksite	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
COMMUNICATION				
Related well to host and others	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Asked appropriate questions	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Demonstrated interest	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
OVERALL EVALUATION				
Student seemed to benefit	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Job shadow host experience	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable

Would you be willing to host another student in the future? YES NO

Please use the rest of this page for comments on what worked well in the job shadow experience or suggestions for improving our job shadow program.

## Student Introduction Email

*About one week before the job shadow, students should send introductory emails, including their resumes, to their job shadow host employees. The basic email is an important part of the student taking responsibility for the job shadow and helps the employee get to know the student's background. A sample email is below:*

Good Morning (employee name),

My name is (student name), and I am very excited to be job shadowing with (employer organization) next week. I look forward to learning more about you, your career, your organization, and the potential careers available in your industry. During our time together, I would like to conduct an informational interview and have already been working on the questions I will ask.

Please let me know if you have any questions.

Student Name

## Job Shadow Student Observation Form

Organization Information	
Name of organization:	Job shadow date:
Host name:	Host title:
In which industry does the host organization operate? Describe the organization (e.g., size, number of employees, products or services).	

Site Information
Describe the worksite in a few sentences.
Describe your host's workspace. (e.g., cubicle, office, etc.)
How are people dressed? Are there differences in how people are dressed for different jobs and why?
What kinds of careers are available in this organization?

Career Potential
What would you need to get a job in this field (e.g., education/training/background experience)?
What would you need to get ahead in this career?
What is the outlook for this career?
What are the potential salary ranges for this career (entry level and top level)?

Observations
What did you observe that was not expected?
Are you still interested in this career? Why or why not?
How did this experience help shape your future career plans?

## Job Shadow Student Evaluation

Thank you for participating in the job shadow program. Your feedback is important to improving the experiences of future students. Please complete the form and return it to your teacher.

Student name:	Date of job shadow:
Name of host employee:	Host phone number and email:
Organization (where you shadowed):	

Please evaluate the experience in each of the following areas.

PUNCTUALITY				
Host greeted me promptly	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Host released me at agreed time	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
PROFESSIONAL CONDUCT				
Host treated me with respect	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Host was prepared for my visit	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
COMMUNICATION				
Host communicated clearly	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Host allowed me to ask questions	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Host allowed me to do an informational interview	Yes		No	
OVERALL EVALUATION				
Job shadow experience	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable

Would you recommend other students job shadow with this organization? Circle one and explain. YES NO

Would you recommend other students job shadow with this employee? Circle one and explain. YES NO

Continued on next page

**Job Shadow Student Evaluation, page 2**

What did you find most interesting about your job shadow experience and why?

What did you find least interesting about your job shadow experience and why?

Did the job shadow help you decide which career(s) you are interested in learning more about or careers in which you have no interest? Explain why.