

Job Shadows

Exploring
the Future

Employer Handbook



Seattle Public Schools
Department of School-to-Work

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Introduction

Seattle Public Schools work-based learning experiences not only broaden educational, career and economic opportunities for all students, they are directly related to academic learning goals and provide an essential means for students to reach high academic standards. In this Job Shadow Employer Handbook, you will find definitions, rationales, legal forms, sample activities, and step-by-step guidelines that will help put structured, effective and rewarding job shadows into place.

Work-Based Learning Chart

The job shadow component is part of Seattle Public School's work-based learning project. This chart shows its relationship to the other student activities.

Speaker	Field Trip/ Workplace Tour	Group Job Shadow	Job Shadow	Internship
Grades K-12	Grades K-12	Grades 6-8	Grades 8-12	Grades 9-12
Classroom presentation	1-8 hour tour of a workplace in which a group of students are escorted by certificated school staff	2-4 hours experience during which a small group of students, escorted by certificated school staff, observe employees	2-6 hours experience during which students follow and observe employees. 1-3 students per employee	2-20 hours per week, 2-18 weeks, minimum of 20 hours total
Students gain awareness of jobs and link skills needed in the workplace with classroom learning	Students tour a worksite and speak with workers relating classroom learning to larger community	Students become aware of career options and skills needed	Students become aware of career options and skills needed	Students develop broad skills through hands-on learning and instruction, integrating classroom and worksite learning

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Job Shadows and Employers

A job shadow is typically part of career exploration activities for middle and early high school students. A student follows an employee at a firm or organization for two (2) to six (6) hours to learn about a particular occupation or industry. Usually, one (1) student is paired with an employee who acts as the student's host. In some cases, up to three (3) students may be assigned to the host. Job shadowing can help students explore a range of career objectives and select a career pathway.

Workplace Tours/Job Shadows

Workplace tours and job shadowing can take on many manifestations. Teachers and industry personnel have the option of having separate workplace tours followed by a job shadow event at a later date. Another option is a blended workplace tour/job shadowing event on the same day. The blended workplace tour/job shadow is an excellent opportunity for small companies to accommodate such events and maximize the students, teachers and company's time.

For a blended activity, both the workplace tour and job shadow are scheduled on the same day. One configuration that seems to work well with industry and teacher/students is a gathering of the company representatives, students/teachers at the company's conference room to give the students and teacher/chaperone an overview of the history, departments, and products of the company. The students and teacher/chaperone are given a tour of the facilities. After the tour, students/teacher are paired, individually or as a group of up to four students with their company mentors. The students can stay with one mentor for the entire time or can alternate mentors to survey the different positions at the company. At the end of the shadowing portion of the event, everyone reconvenes at the conference/boardroom and debriefs, asks questions, says goodbye and thank you before the students board the bus and return to school.

What is the purpose?

A job shadow helps a student accomplish the following:

- Begin to identify possible career interests
- Observe the daily routine of adult workers
- Gain an awareness of the academic, technical, and personal skills required by particular jobs
- Develop and apply communication skills by interacting with, and interviewing workers
- Realize that different jobs are characterized by different work cultures and working environments
- Navigate the community by traveling to and from the job shadow worksite
- Understand the connection between school, academic achievement, work, and achieving goals

What are the benefits to employers?

- Encouraging qualified entry-level workers. Working with students can help expand the pool of job applicants and reduce training costs.

- Promotion of positive public image. Playing a visible role in the partnership with schools and students helps maintain positive community relations.
- Fulfillment of civic responsibility. Employers in the non-profit sector often have as part of their charter an obligation to serve the community.
- Increased company morale. The enthusiasm of young people frequently has a positive impact on employees.
- Tax credits. Some states provide tax credits for working with young people and providing workplace opportunities for them. State employment and education agencies have information about the circumstances which apply.
- Investment in the future. The time and attention given to young people today gives them a clearer sense of the demands, opportunities and responsibilities associated with being a productive citizen.
- Personal satisfaction. Being involved with students is rewarding; it is exciting to help a young person discover and learn about the world outside school.

What is the employer's role?

As a job shadow host, do your regular daily work while talking about it with the student. Help the student understand how your job fits into the company by visiting other departments and describing how you work with other employees. If the student has job shadow assignments, allow him or her time to complete them.

What does the employer do during the job shadow?

For many students a job shadow is a first tangible step into the real world-of-work. Following are some suggestions to consider when you act as a job shadow host:

- **Be yourself.** This is essential. The student needs to see what the world-of-work is really like. Take him or her on a brief tour of your business, then just do what you would do on an average day. Throughout the job shadow, explain the skills, responsibilities, education and training required by your job.
- **Engage the student in active learning.** If possible, let the student do some hands-on tasks related to your work, such as attending and taking minutes at a meeting, helping with a mailing or doing a discrete task on the computer. The purpose is not to train, but to give the student a feeling for some of the activities in your day. There are also non-work activities that can give the student a feel for the work environment, such as eating lunch in the cafeteria or accompanying workers on a break.
- **Explain the important aspects of your work and how they relate to other jobs in the company.** Share insights about your work and how it fits in with the company as a whole. Why is your work important? How do other people influence your ability to do your job? Bring up these subjects as you walk through different departments, take phone calls, or attend meetings. As you introduce the student to co-workers, explain how your work relates to theirs.
- **Explain how the work of your company affects the local community.** Put the work of your business in the larger perspective of the community. What products or services does it provide local customers? What environmental concerns does the company have to be aware of? Does the workforce of the company reflect the demographics of the local community?

- **Answer the student's questions as best you can.** While at school, the student will prepare questions for the job shadow: "What kind of training would I need to do your job?" "What do you like most about your job?" "What kinds of equipment do you use? Be frank when answering the student's questions. If a question makes you uncomfortable or is inappropriate, explain that you prefer not to answer. If it regards confidential matters, explain your company's policy on proprietary information. If you do not know the answer to something, suggest ways the student might research the answer.
- **Be patient.** For many students, going to a job shadow is the first time they independently leave the comfort zone of school. Being in a new setting around unfamiliar adults may make them more shy or nervous than they would ordinarily be. Be patient and supportive during the job shadow; listen carefully to what the student has to say and encourage him or her to ask questions.
- **Provide information requested by the school.** Generally, the school will want background information about you and your workplace before the job shadow and will ask you to evaluate the experience when it is over. Supplying this information is essential to maintaining and improving job shadow experiences for students, you, and other employers in the future.

How can an employer recruit employees to work with students?

The person who makes the decision to offer job shadow experiences may delegate the task of being a contact person to another employee who will take on the task of recruiting employees to participate. The following suggestions are ways to build interest among employees.

- **Use the school contact and local union as resources.** The school contact will have some ideas about how to encourage employees to get involved. Another resource is the union representatives in the business or organization, if it is a represented workforce.
- **Designate a lead contact person.** Employees will be more likely to get involved if there is a contact person on site who can answer questions and help prepare for the job shadows.
- **Build interest throughout the company.** Sell the idea of work-based learning to people at different levels of the company -- from the CEO to front-line workers, from board members to union representatives. Once employees see that the program is valued throughout the company, they will be more likely to participate.
- **Approach employees in ways they trust.** Building interest requires personal as well as professional appeal. Employers should seek out employees willing to involve their peers. An information session is a good way to hear from co-workers who are already enthusiastic or have had positive experiences working with youth.
- **Anticipate key questions.** Employers should not be surprised if some employees are hesitant about working with young people because they are concerned about the strain on their time, the possibility of liability or apprehension about working with youth. The worksite and school contacts should work together to provide information and support.

- **Offer a system of reward and support.** Employers can consider giving incentives such as tuition reimbursement or special company recognition. It is advisable to provide training or information in conflict resolution, motivating students and handling emergencies.

Overview of Roles and Responsibilities

Effective job shadow experiences require the student, school staff and employer to accept certain responsibilities. These lists show the division of responsibilities.

Job Shadow Coordinator

- Chooses sites
- Evaluates sites suggested by parents, students, or staff
- Distributes appropriate forms to teachers, parents and students
- Secures permission slips, which includes a medical authorization
- Arranges accommodations for students with special needs (e.g., "first-language" translation services, wheelchair access)

Student

- Secures parent signatures on all necessary release forms
- Completes all related assignments
- Makes arrangements for transportation
- Maintains workplace etiquette
- Uses appropriate problem solving skills

Parent

- Signs necessary release forms
- Provides proof of medical insurance
- Determines mode of transportation (if it is an individual job shadow)

Employer

- Attends a job shadow orientation and/or reviews job shadow materials
- Confirms the date and time of the job shadow
- Schedules the job shadow on a day when students will see a variety of activities
- Arranges for a back-up job shadow host in the event of an emergency
- Completes any forms requested by the school, such as a job shadow profile and evaluation
- Reviews all relevant health and safety issues, and provides all necessary safety gear; reviews all rules, regulations, and policies
- Complies with Federal and State Labor and Industries regulations
- Provides student with safe working environment (condition of premises)
- Provides job specific training for student, including safety orientation
- Supervises student while on business premises
- Provides co-workers with any necessary training information
- Designs the system so that there is no regularly scheduled, unsupervised access to student workers
- Supervises employees who have direct contact with students

Employer Responsibilities

Employer contacts or is contacted by School-to-Work staff, teacher or student.



Employer appoints a single point of contact within the business or organization.



Employer identifies job shadow slots and creates a job shadow profile and routes them to STW or school(s).
(page 11)



Student or teacher confirms job shadow with employer.



Employer prepares for job shadow, confirms host and activities.
(pages 3-10)



Employer meets student, shows site, introduces co-worker(s), answers questions conducts job shadow.



Employer completes evaluation form.
(page 12)

Student Rights, Responsibilities and Labor Laws

Since job shadows are part of a school curriculum and take place during the school day, students must follow the guidelines about rights and responsibilities. Following is an overview. In addition, Federal Child Labor Laws outline some parameters for school safety.

Student Rights and Responsibilities

Discrimination. As with all employees, no partner in a School-to-Work program may treat a student differently because of national origin, race, religion, economic status, disability, gender, or sexual orientation.

Drug Use. Students must follow the DRUG FREE rules of the Seattle Public Schools: Possession, use, sale, distribution, or being under the influence of alcohol, drugs, or controlled substances is prohibited.

Attendance Policy. Students must report to the worksite on time, every day they are scheduled to do so. Infractions should be reported to the school job shadow coordinator.

Child Labor Laws

The Federal Fair Labor Standards Act (FFLSA) protects the rights, safety, and well-being of youngsters. It applies to students who are at workplaces if, according to the law, they are in an *employment relationship*. The laws may differ at state and federal levels. Whenever one encounters a discrepancy, it's important to know that the more stringent regulation applies. Employers may wish to seek legal counsel if there is a possibility that students in job shadows could be considered *employed* under the law. Even when there is no employment relationship, it is wise to adhere to child labor laws.

If students are under 18 they can **not**:

- operate power-driven machinery
- climb ladders or work on scaffolding or roofs
- drive a vehicle
- work before 7:00 a.m. or after 9:00 p.m.

If students are under 16 they can **not**:

- load or unload trucks
- work in transportation, warehouse, storage, or construction jobs.

If you have any questions about appropriate job tasks, please contact your school point of contact.

Legal Issues and Insurance Information

When employers welcome young people into their work environments, they offer opportunities for the students, our future workforce, to gain information about the skills needed in different fields. Before you invite students into your workplace, there are some legal and insurance issues of which you should be aware.

Injuries On the Job

If a student is injured at your worksite, be sure that you or a co-worker calls your STW liaison or the school job shadow coordinator immediately. Seek immediate medical attention if necessary. If the injury is not serious, the student may go to his/her own doctor. All injuries, including minor ones, must be reported to the school immediately.

Liability Issues

Students must be insured at school and work. When students are participating in paid work-based learning experiences, they should be covered by the employer's workers' compensation insurance and liability policies. During job shadows, students are generally not paid. Therefore, insurance liability can rest with either the school, parent or employer depending on the circumstances.

Transportation

In general, liability for injuries or accidents during transit rests with the party responsible for transportation. For example, the student is responsible if he or she drives a personally-owned car while the school district is responsible if the student travels by public transportation. If the student is transported in a company owned vehicle, then the employer is responsible.

Health and Safety

The Occupational Safety and Health Act (OSHA) regulations that apply to the workplace also apply to the student. The school job shadow coordinator and employer have to define the health and safety issues at the worksite and coordinate how the necessary safety instruction will be delivered to the students.

Worker's Compensation

In October, 1994, the Student Volunteer Statute became law. An employer may opt to provide this insurance coverage for student volunteers who are enrolled in K-12 public schools and who are participating as volunteers under a public school authorized program. The citation for this law is RCW51.12.170 and it is implemented by WAC 296-17-925. This insurance pays only for approved medical care costs that result from an injury or illness that occurs as a result of the student's volunteer activities. It is not intended to provide immunity from a liability claim by a student against an employer. Liability insurance is provided by the employer's private insurance carrier.

Worker's Compensation (continued)

The premium is paid by the employer for whom the student is volunteering; it cannot be paid by the school unless the student is volunteering in the school's workplace. An employer *not insured* for worker's compensation may enroll by submitting an *Application for Optional Coverage* to the L&I Employer Services Program or you can call (360) 902-4817. The insurance costs about a nickel an hour.

An employer self-insured for worker's compensation must file an *Application for Optional Coverage* form with L&I. The form serves as notice that the employer will provide this coverage and will report any student volunteers hours and medical costs on their quarterly reports to L&I. Call (360) 902-6843 to get a copy of the form.

Non-Discrimination

Employers must follow the school district policies with respect for all races and cultures. Students from diverse backgrounds-young men and women of different race, culture, ethnicity and learning style-will participate in job shadows.

Harassment: Sexual and Racial

Employers should uphold policies and procedures for addressing sexual and racial harassment. All policies that apply to employees should apply to students in job shadows during their experience at the job site. Employers must make it clear that harassment is a serious matter and will not be tolerated. It is important to protect the rights of the students at the workplace and create a safe and supportive environment for learning.

Employer Job Shadow Profile Form

Contact Person _____

Business/Organization Name _____

Address _____

Phone _____ Fax _____ E-mail _____

Student's Contact Person at Job Site _____

Brief Description of Business _____

Requested Dates of Job Shadows _____

Number of Students per Job Shadow (1 to 10) _____

A student's job shadow should last from 2-6 hours and take place between the hours of 8:00 a.m. to 2:00 p.m. unless other arrangements have been made. During what times would you like the job shadow scheduled?

Begin Time _____ End Time _____ Will lunch be provided? Yes No

Appropriate Attire _____

What activities will student observe or participate in? _____

What lunch arrangements should the student be prepared for: Bring a lunch _____; Bring money for lunch _____; Lunch will be provided _____.

Check the Career Pathways which best describes the job shadow experience. Career Pathways group occupations according to skills, knowledge and traits.

_____ Business & Marketing _____ Arts, Humanities, Communications & Media

_____ Health & Human Services _____ Science, Engineering & Industry

For questions contact school job shadow coordinator or Department of School-to-Work, 2120 South Jackson St., Room 610, Seattle, WA 98144; Phone: 206-720-3428.

Employer Evaluation of Job Shadow Experience

(Please return to your organization's coordinator or
in self-addressed envelope)

Student name _____ Employee name _____

Business/Organization _____ Job Title _____

Phone _____ Fax _____ E-mail _____

Evaluation of Student

	<i>Agree</i>		<i>Disagree</i>	
1. Student confirmed job shadow in a timely manner	1	2	3	4
2. Student was punctual	1	2	3	4
3. Student's dress and appearance were appropriate	1	2	3	4
4. The student was well-mannered and polite	1	2	3	4
5. Student displayed a positive attitude	1	2	3	4
6. Student asked appropriate questions	1	2	3	4
7. Student asked about skills needed for the job	1	2	3	4
8. Student followed directions	1	2	3	4
9. Student displayed interest	1	2	3	4
10. Student asked about SCANS skills (Described on page 15)	1	2	3	4

Comments:

Evaluation of Job Shadow Program

	<i>Agree</i>		<i>Disagree</i>	
1. The job shadow was planned in a timely manner	1	2	3	4
2. The information and/or orientation were useful	1	2	3	4
3. The Employer Handbook was useful	1	2	3	4
4. I am interested in hosting future job shadows	1	2	3	4

Comments:

Job Shadow/Mentorship Day/ Mentor Evaluation

Name of Mentor: _____

Address: _____

Phone: _____

Student Name: _____

In order to make plans for a future Job Shadow/Mentorship Day, I am asking you to complete this evaluation form. I welcome your complete and honest responses.

1. Prior to the job shadow, I offered activities to prepare the students for a school-to-work experience. Did your student show evidence of being prepared to work with you as a professional? _____ How/How not? _____

2. Evaluate the students:

Appearance _____

Body Language _____

Behavior/Social Skills _____

Punctuality _____

Interview Skills _____

Student/Professional Attitude _____

Willingness to Learn _____

3. Do you feel the student was adequately prepared to meet your expectations? _____

4. Do you have any additional suggestions for next year? _____

5. Are you willing to have a student shadow you next year? _____

6. If you do, when would the best time of the year be for this activity? _____

Please return this form as soon as possible in the self-addressed envelope. Thank you, again, for allowing a student to shadow you today.

Career Pathways

Preparation and follow-up are essential to a successful job shadow. The following two pages provide examples of activities students complete as part of their job shadow experience.

Students are asked to identify a pathway prior to their job shadow.

Career Pathways include occupations or jobs that have skills, knowledge and characteristics in common. Using the pathways helps students think about their interests and skills and link them to kinds of careers. The U.S. Department of Education identifies 16 clusters (www.ed.gov/offices/OVAE/clusters), but they can be broadly grouped into four (4), which Seattle Public Schools utilizes.

Arts, Humanities, Communications & Media

This pathway involves working with images, information and sound. It includes careers such as architecture, creative writing, film, fine arts, graphic design and production, journalism, foreign languages, radio and television broadcasting, advertising, and public relations.

People who work in fields within this pathway often like to come up with new ideas, work independently, and be creative. They enjoy expressing themselves through writing, art or theater. They like cooperating with others, doing hands-on activities, and creating visual or mental images. They often have strong musical abilities.

Science, Engineering & Industry

This pathway includes solving technical and scientific problems with a "hands-on" approach. It includes careers in agriculture, earth science, drafting, horticulture, mechanics and repair, technology, precision production, electronics, construction and engineering.

People in this pathway often enjoy science or technical work, take pleasure from working with tools, objects or numbers, have strong mechanical aptitudes and enjoy working outdoors with plants or animals. They look for patterns and do tasks in a sequential manner and learn best through hands-on activities. They like to do tasks accurately and precisely.

Business & Marketing

This pathway includes programs that are related to the businesses which provide goods and services. It includes careers in sales, marketing, hospitality and tourism, computer/information systems, finance, accounting, personnel, economics, and management.

People who have jobs in this pathway enjoy planning and directing activities, working within clear guidelines, competition, solving problems and making decisions. They like doing activities in a sequential manner, working and interacting with others and using both written and spoken language. They often are skilled in motivating or persuading others.

Health and Human Services

This pathway includes programs intended to improve people's physical, social and mental well-being. It includes careers such as medicine, dentistry, nursing, therapy, rehabilitation, nutrition, fitness, hygiene, education, law, legal services, law enforcement, public administration, child and family services, religion, and social services.

People who work within this pathway have a general concern for the health and well-being of others, inspire trust and confidence, understand relationships, and like teaching. They communicate effectively, look for patterns, and learn best through hands-on activities.

Sample Student Questions

Students are prepared with questions to ask.

- What is your job title? What hours do you work?
- Describe a typical day at work.
- What is the most interesting part of your job?
- What does your supervisor expect of you each day?
- What is the hardest part of your job?
- Why did you choose this job?
- What is the salary range for this occupation?
- Do you work alone or with other people?
- How would you describe the people who work here in terms of age, gender and ethnic or racial backgrounds?
- What skills are necessary to be successful?
- How has the increase in technology affected this job?
- How did you get training for this job?
- Where would you suggest I get training?
- How do you think this job will change in the next five years? In the next ten years?

Questions about SCANS Skills

Students may ask questions to determine what SCANS skills are necessary for this job. SCANS stands for the Secretary's Commission on Achieving Necessary Skills. In 1991, the Department of Labor gathered information from businesses and industries in order to learn what skills and competencies individuals need to be successful in the workplace. The resulting report synthesized the information into five competencies and a three-part foundation for basic skills. The SCANS skills provide a structure for looking at the skills necessary to be a successful employee.

Using Resources (using time, money, people, materials, space)

Working Well With Others (being a team member, getting along with a diverse population)

Using Information (knowing where to look, organizing, interpreting, analyzing)

Understanding Systems (filing, telephones, company organization, etc.)

Using Technology (choosing and using hand tools, pens, computers, maps)

Reading/Writing (understanding directions, literature, using grammar, etc.)

Using Math (using addition, percentages and beyond, knowing when to use math)

Communication Skills (listening, speaking, being assertive, asking for help)

Thinking Skills (identifying and solving problems, making decisions, being creative)

Personal Responsibility (being prepared, being on time, following through, honesty, good self-esteem, goal setting)

The Seattle Public Schools

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The Title IX Officer and 504 Coordinator with overall responsibility for monitoring and ensuring compliance is:

Rick Takeuchi,
Director, Office of Equity and Compliance
815 Fourth Avenue North
Seattle, WA 98109
Telephone: (206) 252-0371

Individuals who believe they have been discriminated against in any of the District's educational programs, activities, services, etc., can file an internal discrimination complaint with the District's Office of Equity and Compliance.