



## JOB SHADOW ACTIVITIES FOR STUDENTS<sup>1</sup>

### Job shadows are most successful when the following parameters are met:

- Students learn by doing. Be sure your students are engaged in an activity with you.
- Choose activities that highlight the skills needed to do your job.
- Select activities that show your career in a positive light.
- Be sure that students cannot inadvertently disrupt or damage your work.
- Be ready to adjust the level of difficulty of the task depending on the students' abilities.

*Here are some suggestions for demonstrating workplace skills to students.*

### Telephone Skills

Demonstrate the correct procedure for answering the phone and instruct the students on what is appropriate. If your job entails a significant amount of phone work, demonstrate communication skills by allowing the students to listen to a few calls on the speakerphone. Before each call, explain to the student what you hope to accomplish. Be sure to introduce your student to the caller and let the caller know that you have a "shadow." Prepare ahead a list of calls that you can make that will help the student understand your job. At the end of each call, review the results you achieved, positive or negative. In addition, you may wish to review the skills you used on the phone.

### Computer Skills

**Word processing:** Dictate a memo or letter to your "shadow." Explain the reason you need to write the memo, and ask the student's opinion on how to express some thoughts.

**Spreadsheets:** Copy a spreadsheet into a new file and have the student input or manipulate data. Have the student change some parameters and notice how the entire spreadsheet changes. Have the student think about how long it used to take to change the rows and columns by hand.

**E-mail:** Dictate to the student an e-mail message and have him/her send it.

**Graphic software:** Copy a file and have the student help you design something for a current project.

**CAD:** Copy a file, then discuss your design parameters. Ask your student for input on a design change you are working on and have him/her make the change.

### Skills/Equipment

**Adding machines:** Prepare some calculations for the student to complete.

**Fax:** Have the student send faxes for you throughout the day.

**Other:** Have the student experiment with other equipment that is safe for him/her to use, such as the postal meter or copy machine.

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<sup>1</sup> Adapted from Activities and Materials for Employers, [www.jobshadow.org](http://www.jobshadow.org).

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### **Client/Customer Contact**

If your job requires client or customer contact, have the student observe the exchange.

### **Attending a Meeting**

Having a student attend a meeting with you is a fine idea. Before the meeting, give the student some background information so he/she better understands the conversation. It is recommended that meetings last no longer than an hour.

### **Prepare a Presentation**

Show the student a presentation you are working on. Have the student critique your presentation. Then have the student add ideas of his/her own. Ask the student for suggestions on how to modernize the project or how to market more effectively to people his/her age. Encourage all the student's ideas.