

Transition Career Exploration Workshop Job Shadowing and Networking



The Transition Career Exploration Workshop is a product of the Maine Department of Labor. The ND Division of Vocational Rehabilitation has permission to add the ND DVR brand to all information.

Job-Shadowing

- **Job-shadowing is:**
 - actually spending part of a day(s) visiting or “shadowing” someone who is doing your career of interest at their place of work.
- **Purpose:**
 - To get more detailed information about the day-to-day reality of the job you are interested in doing; and
 - To get a chance to see or possibly to participate in what they do on a daily basis.

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Facilitator Notes:

Projected Time: 10 minutes to discuss

Explain that job-shadowing is an opportunity to actually see what a person does during the day as they perform the duties required of the job and at their place of work.

During a Job Shadow, the person could ask some of the same questions as they would for an informational interview. In any instance, they would be smart to have questions ready about the job. They need to look on O*NET or other sites to have questions ready and be informed.

The following slide provides information to organize a Job Shadow.

Preparing for a Job Shadow

- Might be a logical follow-up to a successful Informational Interview.
- Make contact with the person who will host you at the worksite.
- Set a specific date and time period at the worksite.
- Ask about appropriate clothing – footwear, headgear.
- Show up on time – a few minutes early is best.
- Follow instructions/guidelines carefully – remember, this is a worksite and you are a visitor.
- Gather lots of information and send thank you card.

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Facilitator Notes:

Projected Time: 30 minutes

A good first step might be to arrange a group visit to a local workplace, just to get them acclimated to an actual work site, which many of them might never have done.

You probably need to spend a session preparing the group to visit the work site, in terms of expectations, i.e., behavior, logistics for getting there, brainstorming some questions, appropriate clothing, footwear, headgear, or other things.

There is a **handout in the Participant Workbook** and the Facilitator Manual guiding the preparation process (after slide 195 in this manual).

Job-Shadow Limitations

- Realize that you may be limited in what you can participate in, due to confidentiality, liability or safety issues – it depends on the type of work and environment.
- Again, thank the person for the opportunity – a thank-you note is also a good idea.

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Facilitator Notes:

There are limits to what can be done during a Job Shadow, depending on many things.

If you were able to schedule a group Job Shadow:

- Following the group visit, they could all sign a thank-you card to the employer visited.
- Slide number 196 contains questions about a Group Job Shadow. Use this only if you do a group activity.

Processing the Group Job Shadow

- What did you learn from visiting this job site?
- Is the job site what you expected? If not, why not?
- Is this a place you might want to work?

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Facilitator Notes:

Projected Time: 45 mins.

You may want to have a group discussion around their reactions, information gathered, and reactions to the Job Shadow, the job and to the worksite, using the discussion guide exercise on the slide:

Their next assignment could be to actually set up individual Job Shadows, using the “Preparing for a Job Shadow” worksheet located in the Facilitator Manual and the Participant Workbook. (This is an activity that would be encouraged.)

Job-Shadow Follow-Up

Job Shadow Questions:

- Who did you job shadow and where?
- Describe the workplace. How long were you there?
- What did you find most interesting/surprising/unexpected?
- Is this an occupation that you would like to continue to explore further?



Record the name of the person and place that you visited in the “O” section of your **Participant Workbook next to “Job-Shadowing.”**

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Facilitator Notes:

Projected Time: 45 mins.

Process the report-outs based on the questions above.

These might be scheduled as a portion of each of the next few classes, unless everyone can job shadow before the next session.

You may want to assist them in **writing thank-you notes** following their job shadows.

Volunteer, Community and Unpaid Work

- An opportunity to “try out” a particular job
- Typically an unpaid position
- A longer-term experience – few weeks, summer or part-time ongoing work
- Could be an opportunity that you seek, request or an opportunity advertised by the employer
- Could answer the question –
 “Is this something I could do for the long-term?”

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Facilitator Notes:

Volunteer work is an option for participants, dependent on their interests, position availability, motivation, and experience. May be advertised positions or may be pursued independently by networking. This is a place where you could talk about how networking could be beneficial. Ask them to give you ideas about this too.

This is another way to get work experience, references, and to network.

Is this what I really want to do?

Each step gets you closer to the realization of your “ideal” job, allowing you to make an informed decision about that career field

- Career/job profiles – printed or video resources
- Informational Interviewing
- Job Shadowing
- Volunteer, Community or Unpaid work experience
- Future career path

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Facilitator Notes:

This slide is a summary of the occupational exploration process that we have been discussing over the past several workshops. At this point, you (the participant) have learned many new skills for researching and deciding on a job goal.

The more information that a participant can gather about their occupation of interest, the better their chances for pursuing an occupation as an “informed consumer.”

Next, we are going to explore a growing resource for job exploration – Social Networking.

Social Networking?

- What is the importance or usefulness for using Social Networking for exploring a career goal?
 - Possible source for building a career-exploration network
- May be a reliable and necessary source for job seekers
- Use this resource carefully.

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Facilitator Notes: **Projected Time:** 45 minutes for the explanation and the game

LEARNING OBJECTIVE:

To clarify this slide, there is more than one definition for Social Networking.

1. Networking that occurs at a social event – a training, business event, party, church function, a job fair or meetings.
2. Networking done using technology – facebook, twitter, linking in, webpage, my space, other peoples' facebook pages, to name a few.

Participants will learn both the usefulness and cautions of using social networking in the career exploration process.

Today's enhanced electronic social networking tools can be a useful resource for today's job-seeker.

However, there are some precautions, and this media format needs to be used with discretion.

This may prompt some discussion on availability, use and misuse.

For example:

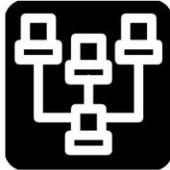
- If you were on Facebook and an employer found your page, would the content damage your image as an employee?

- What if you do not own a personal computer?

Social Networking

Or This?

This?



OR BOTH ?

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Facilitator's Notes:

Projected Time: 45 minutes

Social Networking

After talking about social networking and its benefits, it is a good time to do a fun activity. This is a time to have a social networking party. You could include the idea of a job fair and how they would talk to people during a job fair event.

Materials Needed:

Food, Drinks
Question cards
Guests (optional)

- Before this activity, the **students should brainstorm different questions they could ask while networking at a party**. How would they get to know someone in a short amount of time, and how would they present themselves?
- These questions should be written on cards for the students to reference during the party.
- Snacks and drinks should be out where they are accessible when students enter.
- Students should practice making introductions and talking to each other. This would be a good time to have a couple of guests that the students do not already know, so that they can practice with unfamiliar people.
- Once the party is finished, students would then have a discussion about their experience and what they think they might do differently next time.

Social Networking Tips*

- **Background-check yourself**
 - Google to be aware of what’s available about you.
 - Tighten security on Face Book, My Space, etc.
- **Separate work and play**
 - One account for friends; One account for business.
- **Network**
 - Join groups in your career interests.
- **Stay safe**
 - Don’t go overboard.
 - Beware of electronic stalkers

*Source - *“What Color Is Your Parachute for Teens”*, Richard Bolles & Carol Christen, Ten Speed Press, Berkeley, CA.

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Facilitator Notes:

Projected Time: 10 minutes

Discuss this slide.

Note the source of this information is from Richard Bolles’ book “What Color is Your Parachute,” a “bible” of job-seekers world-wide. It is updated annually and available in most bookstores.

Go over these precautions with participants. They cannot be too careful.