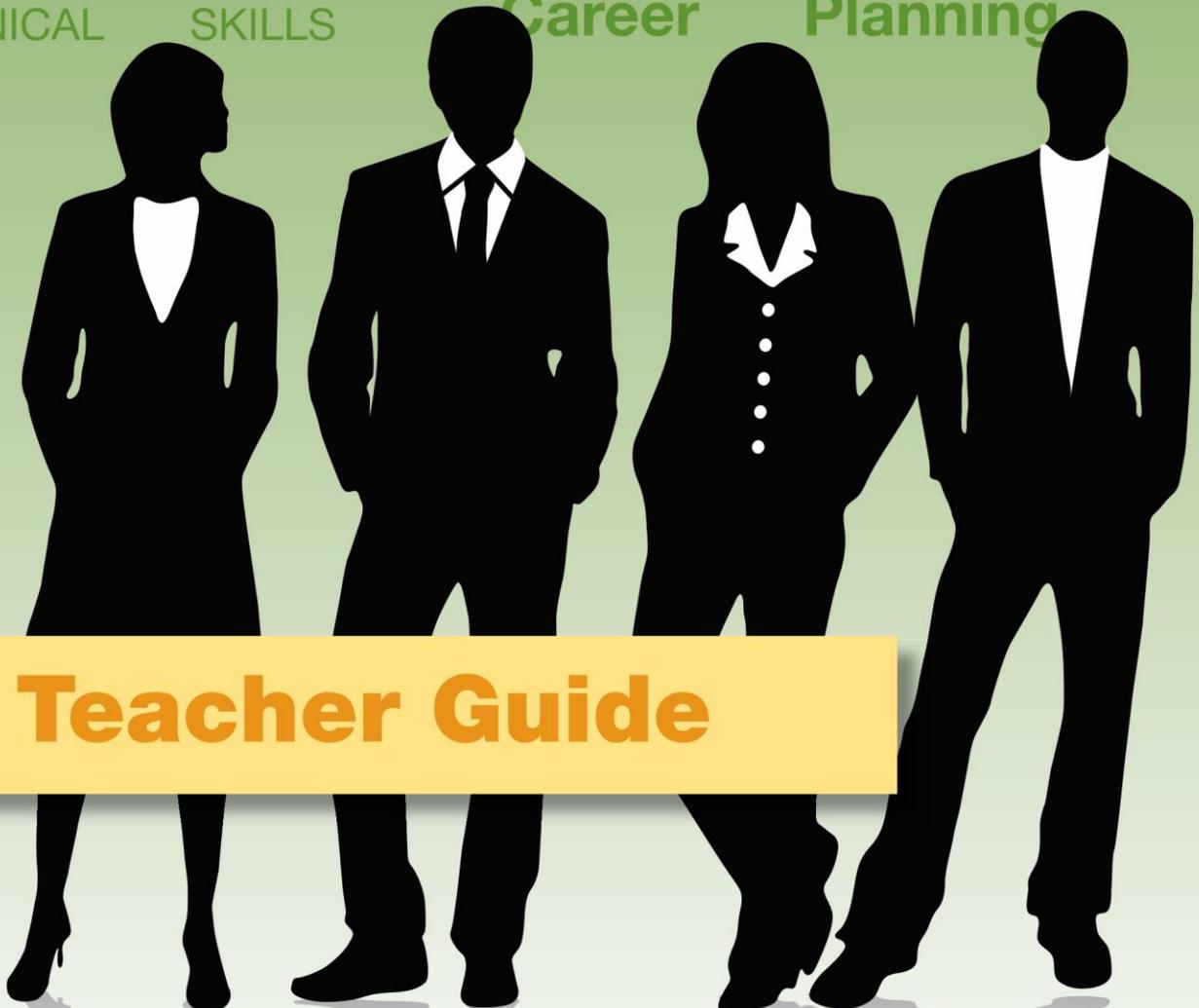




Junior Achievement®

JA Job Shadow™

RESUME
Career Cluster Work readiness personal goals
personal branding **BRAND** Job Interview ETHICS
soft skills Job Hunting Skills **Interests**
talents **Elevator Pitch** PROFESSIONAL ACTION PLANS
TECHNICAL SKILLS Career Planning



Teacher Guide

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Foreword

Junior Achievement USA

Junior Achievement USA (JA) is a nonprofit organization financed by businesses, foundations, government, and individuals. Since its founding in 1919, Junior Achievement has contributed to the business and economic education of more than 100 million young people around the world.

Program Overview

JA Job Shadow prepares students to be entrepreneurial thinkers in their approach to work. Students will acquire and apply the skills needed in demanding and ever-changing workplaces. *JA Job Shadow* is an interdisciplinary program that supports the attainment of academic standards in work readiness, with a secondary focus on social studies, business, reading, and writing.

The hallmark of *JA Job Shadow* is a visit for students to a professional work environment. The program consists of four segments: two in-class sessions held prior to a site visit; the four to five-hour site visit; and one in-class session after the visit. It introduces students to professions and industries, while demonstrating the importance of professionalism in acquiring a job and developing a career.

JA Job Shadow Goals

Through hands-on classroom activities, the following topics will be discussed:

- Career research and preparation
- Job-hunting tools and interview skills
- Professionalism in the workplace

Following participation in the program, students will be able to:

- Recognize career clusters and potential job positions and understand the importance of researching the requirements needed to earn a position.
- Develop job-hunting tools, such as networking, resumes, and interviewing skills.
- Complete a career assessment to analyze skills and interests.

Participant Requirements

Site Coordinator

The site coordinator is the person at the job shadow company or organization who will coordinate with the teacher, the JA staff, and the workplace hosts.

Workplace Hosts

The workplace hosts are the employees at the company or organization who act as small-group leaders who guide the students through the challenges throughout the site visit.

Teacher

The teacher will lead the three in-class sessions and will observe and assist at the job as necessary.

Students

Students will participate in the three in-class sessions and the job site visit and should be made aware that this is a small-group, general work-readiness experience.

Preparing for the Site Visit

JA Job Shadow Visit

The site visit is designed to introduce students to the workplace, and to available career opportunities. The site visit experience inspires students to learn and demonstrate basic skills that will make them valuable assets to any employer.

Teacher Preparation Checklist

General Information

- Deliver Sessions One and Two prior to the site visit and Session Three after the site visit.
- Have students complete all of your school's paperwork and permission forms prior to the site visit.

Establishing Expectations

- Reinforce how English, Mathematics, Social Studies, Science, and Work-Readiness skills are used every day at work.
- Focus on the role of teamwork at school and on the job.
- Demonstrate that lifelong learning is important to continued success in the workplace.

Working with the Site Coordinator

- Contact your company's site coordinator prior to your scheduled site visit and request the following information:
 - A company description and contact information.
 - Information about specific career opportunities with the company.
 - Dress code and safety regulations.
 - Specific student drop-off and pick-up locations and any ID students will need to enter the workplace.
- Discuss the best ways to work with students with special needs.
- Describe what the students are studying and how to relate that to the site visit.

Pre/Post-Test

To measure student understanding and effectiveness of this program, a pre-test should be administered prior to the first in-class session and a post-test should be administered upon the conclusion of the third in-class session. Please return the completed tests to the JA office.

Tentative Schedule and Materials

Time	Content	Led By	Materials
20 – 30 Minutes	Student Pre-Test	Teacher	Pre-Test
45 – 120 Minutes	<u>Session One:</u> Introduction to Host Site Resume Preparation	Teacher	Teacher Guide Student Guide Computer
45 – 120 Minutes	<u>Session Two:</u> Resume Review Interviewing Skills Site Visit Expectations Define Career Goals	Teacher	Teacher Guide Student Guide Computer
45 – 120 Minutes	<u>Session Three:</u> Thank You Letter Follow Up Discussion Career Assessment	Teacher	Teacher Guide Student Guide Computer
20 – 30 Minutes	Student Post-Test (Completed after Site Visit and returned to JA Office)	Teacher	Post-Test

Session One

Before the Interview: Introduction to Job Host Site, Dress for Success and Resume Preparation

Preparation

- Prior to this session, arrange for students to complete the Pre-Test provided by JA.
- Review the session and prepare student materials.
- Become familiar with the terms discussed in the session.
- Review company or organization information provided by your site.

Objectives

- Students should be able to research and apply for job positions that interest them and meet their skills and qualifications

Host Site Introduction

- Review any company or organization information provided by your site with the students.
 - Describe the workplace and different careers students can expect to shadow during the visit.
- Visit your host site's website to learn more about the company and to research open positions within the company. Learn about the size of the company, ongoing projects, future plans, and company goals. You may also research the site's industry.
- Ask students to identify their personal strengths and skills. By knowing their strengths, they can better:
 - explore careers that might suit them,
 - set personal goals,
 - and increase their likelihood of success.

Success takes planning, and planning requires research. To identify the jobs that might be right for your students, ask them to investigate the following elements:

a. Skills

What skills do you have now, and what skills can you gain through training, education, and experience?

b. Interests

What do you like to do? What are you passionate about?

c. Work environment priorities

What do you want your daily work experience to be like? Indoors or outdoors? Seated or moving? Exciting or calm? Lots of travel or not?

d. Job outlook

Who's hiring? Did you know there are thousands of jobs that go unfilled every year because employers cannot find workers with the right skills?

Talking Points: Obtain Education, Training, and Skills and Build Your Personal Brand

- Once students have researched their skills, interests, work priorities, and the job outlook and have decided on a career that may be right for them, help them find out what requirements they will need to be eligible for the job.

- Where can students find information about the job requirements of a specific position?
 - Interview or visit someone who does that job.
 - What type of education, experience, and skills are needed?
 - Post-high school training or education (two-year or four-year college degree; trade or vocational school; for an apprenticeship, journeyman, or certification program)
 - Experience (possibly from military, internship, volunteering, or entry-level work)
 - **Soft skills** (examples: leadership, flexibility, positive attitude, time management, work ethic)
 - **Technical skills** (examples: math, graphic design, use of tools, equipment, software, and other technology)

Dress for Success

Share the following tips with students.

- As a general rule, it is best to dress in business formal or, at least, business casual.
- Colors should remain neutral such as black, grey, brown, and blue.
- Makeup, nail polish, and accessories should also remain neutral and used in moderation.
- Discuss with students the do's and don'ts for JA Job Shadow day.

The Job Hunt: Resume

Share the following tips with students.

- Many job postings ask for a resume to pre-screen applicants.
- This is an opportunity for students to introduce themselves to the company or organization in writing, and it will be the first impression they make.
- Although there is no single resume format, hiring managers are generally looking for the same type of information.
- Reference Student Workbook, pages 3 and 4, "Tips for Writing a Great Resume" and "Resume Template."
 - Students should read and follow the instructions to create a draft of their resume, using the tips and template in the student workbook.

Session Two

Day of the Interview: Resume Review, Interviewing Skills and Site Visit Expectations

Resume Review

- Students may have questions regarding their progress. Take time to answer questions.
- Discuss with students that it is important to make copies of your resume and other important documents before the day of the interview.

Interviewing Skills

- Once a business or organization has reviewed a potential job candidate's application, resume, and other paperwork, most will conduct an interview to decide if the person would be a good fit for the job. The interviewer may be looking to confirm that the job seeker has the skills and education listed on the application and resume, or may be trying to determine if the candidate's personality would be compatible with the organization.
- There are many variations of an interview. It can be:
 - one-on-one or with many candidates being interviewed at one time.
 - conducted by a panel or by a single interviewer.
 - in person, over the phone, or using Internet programs like Skype, instant messaging, or webinar.
 - in writing and submitted without meeting anyone in person.
 - a test or demonstration performed to highlight a skill or other requirement.
 - multiple interviews, as the employer eliminates other candidates at each step in the process or seeks further information.
- One of the most important aspects of the interview: It is the candidates' only opportunity for a first impression. Hiring personnel report that they are looking closely to see the kind of clothing candidates choose, their personal hygiene, and if they carry themselves with a professional attitude.
- When answering interview questions, students should speak clearly and with confidence, discuss strengths, skills, and their potential to be an asset to the company. Answers should be short, simple, and honest. Students should refrain from using slang or clichés.
 - Students should understand that answers should not be made up just for the sake of answering.

Activity-at-a-Glance

Students work with partners to prepare mock interview questions and practice interviewing skills.

Organize the students into pairs and have them practice introducing themselves, shaking hands, and maintaining eye contact. Remind them that an interview can be a nerve-wracking experience, and it is

important to practice these skills so they will be second nature when it comes time for a real interview. Students will also practice their new skills during their job site visit.

After they have had an opportunity to practice these skills, have students sit with their partners; they now have an opportunity to think about interviewing from an employer's perspective.

Explain to the students they will take turns being the interviewer and the job candidate by asking each other the following interview questions or questions they developed.

- Tell me about yourself.
- Why did you leave your last position, or why are you leaving your current position?
- What do you know about this company?
- What are your goals?
- What are your strengths and weaknesses?
- Why do you want to work here?
- What has been your most significant achievement?
- How would your last boss and colleagues describe you?
- Why should we hire you?
- What are your salary expectations?

Site Visit Expectations

- Review expectations about student behavior during the visit:
 - It is important to be quiet in the halls; many employees will still be conducting daily business during the visit.
 - No multitasking during the visit—that means no texting, gaming, music, or other distractions.
 - Dress should be professional and host-site specific.
 - Obey all posted signs and rules from the staff.
- Review the logistics of the visit:
 - Meeting locations and times.
 - Type of clothing or extra items students may need.
 - Identification they will need, if any, or other security measures they will need to comply with to enter the facility.
 - Items to bring and items NOT to bring.
- If classroom management or special needs are a concern, consider pre-assigning students to small groups of two to four. Let the site coordinator know that groups have been assigned.

Define Career Goals

A career goal is a statement that explains what profession you want to pursue throughout your career. Some tips for developing career goals include:

- Be precise and realistic in setting dates, times, and amounts, so you know when you have achieved your goals.
- Write your goals down so that you can visually be reminded of them
- Break down your goals into small, achievable tasks so that you get frequent opportunities to accomplish them and feel motivated to take on other goals.

Session Three

After the Interview: Thank You Letter, Follow-Up Discussion and Goals, and Career Assessment

Objectives

- Students should reflect on what they learned during the site visit and should practice positive business communication by composing a thank-you letter.
- Students should be able to research and apply for job positions that interest them and meet their skills and qualifications.

Discussion

- Allow students an opportunity to discuss observations they made during their visit, especially anything that surprised or changed their mind about a direction they were going in their career exploration.
- If students were interested in the careers presented at the site visit, they should add this as a possible career goal. If they did not connect with a career, they should continue to explore careers during the career assessment.

Thank You Letter

- Tell the students that one of the most important tasks they can do to enhance their marketability and positive impression with potential employers is to send a thank-you note after an interview.
 - Students should create a thank-you letter for their site visit hosts and one for their site coordinator, or other staff that they connected with.
 - Students should work together to peer edit and proofread letters.
- Teachers should send thank you letters to the JA staff for distribution.

Career Assessment

Students now have an opportunity to analyze their skills and interests through a computer-based Career Assessment.

- Students will use the Career Assessment instructions found on Page 13 of their Student Workbook. Students should create their own accounts by following the directions.
 - Note: Teachers may want to create their own account to become familiar with the process.

Post-Test

- Students should complete the post-test at the end of this session. Pre- and post-tests should be returned to the JA office.

Signature	Date
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