



Job Shadow Employer Packet

Goals

Muskegon Made Job Shadows are designed to increase student awareness of the diverse careers available. Students will participate in a one-day job shadow around the Muskegon area to better understand the skills required for success, the academic training needed, the different working environments available, and the career paths that exist.

What are the benefits of job-shadowing?

For employers:

- Showcases your place of work by increasing visibility in your community
- Prepares our future workforce
- Informs students about career in your industry or line of work
- Enables employees to easily participate in a community activity
- Strengthens and promotes involvement in education

For employees:

- Introduce the world of work to a young person in just a few hours
- Become a positive adult role model
- Showcases the volunteer's skills and education
- Impact a young person's life in a fun way

For students:

- Explore career options of their choice
- Find out what fields of interest are like in real life
- Make well-informed career decisions
- Deepen their understanding of the demands, rewards, and challenges of a chosen career
- Gain an overview of the world of work and career opportunities available
- Formulate realistic career goals
- Understand the connection between school, work, and their goals for the future

What should we expect when students arrive?

The objective of this shadowing experience is to allow students to view "a day in the life" of some of your employees (mentors) and learn about your company and industry. Below are some suggestions to make the day enjoyable for both student and mentors.

Welcome/Introductions

- Have a designated representative welcome your students.



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- Begin the day with an overview of your company, its core business, and vision. Provide a tour of your workplace/offices, and clarify any behavioral issues, rules, permissions, clothing, and safety requirements.
- Identify other staff and departments that students may meet/shadow during the day (students will benefit from hearing multiple perspectives students).
- Make students feel welcome and part of your team. Little things like having a company name badge made up for them, or providing them with a notebook with company materials can go a long way in making them feel less nervous!

During the Job Shadow

- Staff who interact with students should be prepared to explain their current/past roles with the company and the associated responsibilities.
- Engage in brief discussion of: different departmental functions, job titles, educational preparation, pay ranges, and relationships between suppliers and customers as applicable.
- Encourage students to talk about their interests and abilities.
- Incorporate that information into discussions about employment choices or offer suggestions for training or experience.
- Visuals are worth a thousand words! With safety in mind, show or demonstrate what happens at your company whenever possible. For example, students could be given an opportunity to perform a function/task or be allowed to sit in on a team meeting.
- Show them the industry tools which include from software, actual equipment, or even the "people skills" necessary in your line of work.
- Discuss math, science, and communication foundations of the job.
- Consider providing students with any resources that you think may be helpful to their exploration of engineering careers.
- Meet students where they are in their varying levels of career maturity; clarify misconceptions and support them in their efforts to explore the field of engineering.

Questions Students May Ask

There will likely be others, but mentors may want to share with students responses related to the following questions:

1. When did you decide to pursue a career in this field?
2. What other jobs did you consider before deciding on this one?
3. What skills and education are required for your current position?
4. What do you like most about your job?
5. What do you like least about your job?
6. What is a typical day like? What are your hours/days of work?
7. What personal qualities or abilities are important to being successful in this job?
8. Do you work alone or on team most often?
9. What can cause stress in this job?



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10. What is your perception of the job outlook for this career?
11. What are some of the surprises you have had in this job?
12. Were you employed in another profession before coming into this position?
13. If so, why did you change professions?
14. What kind of training do companies like yours provide incoming employees? What do you expect to be learned beforehand?
15. What advice would you give to those considering this same career?

Concerns

At any time, should you have any concerns with the content of the job shadow or behavior of student placements, please contact the appropriate Career Specialist:

Northern Region: Montague, Whitehall, Reeths-Puffer, Holton

Michelle Kuck

mkuck@muskegonisd.org

231.760.9863

Eastern Region: Fruitport, Oakridge, Ravenna, Orchard View

Stephen Pettifor

spettifor@muskegonisd.org

231.767.5624

Western Region: North Muskegon, Muskegon, Muskegon Heights, Mona Shores

Jennifer Balgooyen

jbargooyen@muskegonisd.org

231.780.8108

County Careers Coordinator:

Bethanie Swier

bswier@muskegonisd.org

231.767.3624

In the event of an on-site emergency, refer to the Emergency Contact forms provided for each student.

Employer Safety Guideline

The following standards are presented to help employers understand the practices expected of them as sponsors of student job shadow experiences in the Muskegon Made Job Shadow program. While these standards seem to be self evident, it is important to list them.

Conduct Standards

Sponsors should instruct their employees or volunteers to not:



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- Have any inappropriate contact with any student met through their job shadowing, including those students 18 years of age or older.
- Engage in any job shadowing experience with any student without the prior consent of the student's parents.
- Some examples of inappropriate conduct include, but are not limited to:
 - Violations of state laws regarding child abuse, and/or providing alcohol or controlled substances to minors.
 - Use of profanity or inappropriate language in the classroom or workplace.
 - Physical contact which is inappropriate to a mentor-pupil professional relationship considering the age and sex of the student.

Facilities Safety

If a student is injured at your worksite, be sure that you or a co-worker refers to the information provided on the emergency contact list provided by the MAISD. Seek immediate medical attention if necessary and contact the appropriate Career Specialist or County Careers Coordinator.

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 MAISD.

Transportation

In general, liability for injuries or accidents during transit rests with the party responsible for transportation. Students and sponsors should meet at the primary location of the employer; sponsors agree to not transport students elsewhere.

Non-Discrimination

Employers are expected to adhere to MAISD's non-discrimination policy:

It is the policy of the Muskegon Area Intermediate School District that no staff member, candidate for employment, program participant, or recipient of services shall experience discrimination on the basis of race, color, national origin, sex (including sexual orientation or transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected category (collectively "Protected Classes"), in its programs and activities, including employment opportunities. The MAISD is an equal opportunity employer.

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.



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Tips on Working with Students

Show, don't tell – teens love hands-on, tangible activities that allow them to get up and move, think, communicate and share their ideas.

As adults, we sometimes forget the pressure many teens feel in making major decisions about their future. In fact, if it's been awhile since you were in high school, you could probably use a refresher on how teenagers roll. So here you go, a few ideas to support your career mentoring efforts. Thanks for making a difference in their lives!

Top Tips on Interacting with high school students

- Teens think of themselves as adults and want you to treat them that way.
- Actively ask teens' opinions
- When engaging with teenagers, they may appear disinterested or slow to respond. This is often masking the desire to not appear foolish in front of others. Each student still wants to be noticed and appreciated.
- This age group needs to have fun.
- Students will respond to your enthusiasm, respect and encouragement.
- Nothing is more important to the student than knowing that you authentically care about their future. Students will know that you took the time and energy to prepare for this day and that you volunteered to do so.
- Wear your business attire; look like an “expert.”
- Smile, shake hands (if appropriate), and maintain eye contact.
- Give your name, and ask each student his or her name.
- Be yourself.
- Talk about your early aspirations, as well as your current job and how you obtained it.
- Tailor the conversation to meet the needs of the students. Use language, examples, and analogies that students can understand, but don't talk down to them.
- Avoid any use of gender, racial, or ethnic stereotypes.
- Wait at least 5 seconds for an answer after asking a question.
- Use as many open-ended questions as possible.
- Don't answer your own questions, and avoid criticizing or rejecting wrong answers from students
- Students are inquisitive to the extent that the subject matter has immediate personal application and they want to know all about it now.