



School-To-Career

Job Shadowing Experience

Student Guide

2019/2020

Mrs. Cammarata 734.401.4296 cammaras@salineschools.org	Mrs. Gillow 734.401.4332 gillowd@salineschools.org	Mrs. Stemmer 734.401.4210 stemmkar@salineschools.org
---	---	---

SWWC Student Responsibilities- Day of Job Shadow

Business Host Evaluation

(Student to provide this form to Business Host)

We appreciate you taking time to host high school students at your place of business. We are very interested in the long-term success of our program and would appreciate you taking a few minutes to share your assessment of the Job Shadowing experience. Your feedback will be very valuable to the overall program. Please fill out the form below and mail it to Saline High School, Sheila Cammarata, 1300 Campus Parkway, Saline, MI 48176.

Mentor Name: _____ Title: _____ Company: _____ Address: _____	Mentor's Telephone: _____ Date of Job Shadow: _____ Telephone Number: _____ Email Address: _____
--	---

Please rate your student according to the chart below:

Standards to be Evaluated	Exceeds Expectations	Meets Expectations	Below Expectations	Needs Improvement
PUNCTUALITY Reported at the appropriate time.				
PROFESSIONAL APPEARANCE Dressed/groomed appropriately.				
PROFESSIONAL CONDUCT Confirmed appointment in a professional manner; behaved appropriately at the work site.				
COMMUNICATIONS Related well to mentor and others: asked appropriate questions.				
OVERALL EVALUATION Student was prepared for Job Shadowing; Student seemed to benefit from the experience.				

Do you have any comments that you would like to share with the student?

Do you have any suggestions for improving our Job Shadow Program?

Would you be willing to host another student in the near future?

SWWC Job Shadow Log

Please write down a sign in, sign out time, and have it signed by your Mentor. The minimum length you must stay at a job shadow is (4) four hours. You may want to use the time slots to note tasks you were involved in during your time spent shadowing.

Student: _____

Sign in Time: _____ Signed (by Mentor): _____

8:00 AM _____

9:00 AM _____

10:00 AM _____

11:00 AM _____

12:00 PM _____

1:00 PM _____

2:00 PM _____

3:00 PM _____

4:00 PM _____

5:00 PM _____

Sign Out Time: _____

Student Activity: Conducting an Interview

MEET YOUR WORKPLACE HOST

To find out more about your Workplace Host's position, you will conduct an interview. Make sure to use eye contact, speak clearly, relax, smile and use the following questions as a guide. Use another piece of paper if needed. 😊

What is your job title?

What are your responsibilities?

How do you help this workplace meet its goals?

What is a typical day like for you?

What do you like the most about your job?

Why did you select this type of work?

How much education do you need for this job?

Do you need more job training after you have completed your education?

NOTES:

COMMUNICATION QUESTIONS

Do you use reading every day in this position? Yes No

What do you most often read on the job? (Example: contracts, technical manuals)

How do you use writing in this position?

Do you need good listening skills for this position? Yes No

Do you need good speaking skills and when do you use those speaking skills?

Do you ever have to work in teams within your position?

What types of software programs do you use in your position?

What types of problems do you need to solve in this position?

What types of skills are needed to solve the above problems?

What did you learn in high school that helped you the most in this position?

What do you wish you had studied more in high school?

Are personal phone calls and texting permitted in the workplace?

What skill or skills do you believe high school students should have before they enter the workforce?

NOTES:

THANK YOU LETTER

Thank you letter is important for networking and building great relationships.

The thank you letter should:

- Be sent within one week of placement
- Mention in some detail what you are grateful for and express your gratitude in an enthusiastic, appreciative way.
- Express what you liked about the experience and how you are going to use what you learned.
- Be completed in personal-block format.
- Does not need to be long.
- Two-inch top margin, one-inch sides and bottom.
- Size 12 Times New Roman Font
- Proper spacing between letter parts

SAMPLE FORMAT---THANK YOU

Your address number and street name
City, State and Zip Code
Date

Name of Business Host
Name of Business
Address Number and Street
City, State and Zip Code

Dear Mr./Mrs./Ms./Dr./ Last Name:

Thank you so much for the opportunity to Job Shadow with (company name) and for all of your (assistance, information, guidance, encouragement etc.)

Job Shadowing with you was very rewarding (mention here what you liked about this experience, what you gained etc.)

It was a pleasure learning about your company. Thank you again for this opportunity, which will help me with my future career and college goals.

Sincerely,

(Sign in blue or black ink after printed)

Your First and Last Name

Saline High School Field Trip Form

Date of Activity: _____ Cost: _____

I, _____, allow my child, _____, to attend the class job shadow experience to _____. My child will be absent on (date) _____ and will be transported via self/parent/other.

My child, _____, agrees to adhere to all rules as written in the Saline High School Student Handbook and District Policy as set by the Saline Area Schools Board of Education. Any violations will be subject to disciplinary action per the Student Handbook and District Policy.

Parent Signature

Date

Student Signature

Date

Saline High School
Student Self Transportation
Approval Form-One Day

Self-transportation is a **privilege**. Students who choose to self-transport to school-related activities before, during and after the school day are expected to adhere to the following expectations for conduct while operating a motor vehicle. Curricular, co-curricular and extra-curricular activities fall under this policy. Some programs where student may choose to self-transport are Cadet Teaching and Connecting with the Exceptional Student class placements, dual enrollment, music, job shadow and athletic practices.

1. There are to be no passengers to and from the Program location without prior written administrator approval.
2. The automobile will be driven in a responsible and safe manner.
3. Park in the designated areas at the Program location (school site).
4. It is the responsibility of the student and their family to ensure that the student is covered by automobile insurance, and that they will only drive a properly insured, registered vehicle with a valid driver's license.

Student Name: _____ Today's Date _____

Address: _____

Home Phone Number: _____

	Vehicle #1	Vehicle #2
Model of Automobile		
Year of Automobile		
License Plate Number		

Reason for Driving: Transportation to and from job shadow experience.

From: Saline High School, Driving to: _____

I approve of the request for the above student to self-transport to school-related programs as specified above. The approval is for transportation from the school to the business placement and back to the school for the day of the job shadow. Violation of any of the four conditions will result in termination of the driving privilege and may result in the loss of driving privileges to Saline High School for the remainder of the school year.

Student Signature _____ Date _____

Parent Signature _____ Date _____

High School Administrator _____ Date _____

Guest Speaker Assignment

(Alternate Trimester 1 Exam)

Guest speakers can be a very valuable resource for our Marketing class. If you elect this format for your trimester exam, you'll forgo the written or project based exam and will now be responsible for contacting a speaker to come to our class for a visit. This person should have a background in business and provide information within their chosen career path.

Career examples to consider: Sales, Finance, Advertising, Digital Media, Sports & Entertainment, Marketing Research, Entrepreneurship, Distribution/Logistics, etc.

Obviously, these are just a few suggestions and the possibilities are endless! Students in the past have selected people that they've known well. Think about parents, siblings, supervisors, coaches and neighbors, who are willing to come in and share their experiences. Don't feel that you have to approach a stranger or celebrity; you all know adults who would make interesting guest speakers, and it is great when the speaker has a personal connection with someone in the class.

The speaker will have to be available to come to class **only on a Monday or Friday**, beginning now through November 8, 2019. The guest speaker does not have to talk for the full class period. Usually, a 30-minute presentation is sufficient; you may want to allow time for questions from the other students. Please refer to the calendar on the board to secure a day/time; there are only 2 slots open per each Monday/Friday. Please check with me before you ask the potential speaker, just to be sure that he or she will be an appropriate guest for our class. *Also, please let me know, and sign the calendar on the board, at least FOUR days in advance for which day of the week you have booked the guest speaker.*

GUEST SPEAKER ASSIGNMENT (50 Points)

WITHIN ONE WEEK of your guest speaker presenting to our class, you are to submit a hard copy of a two page summary (minimum) that includes the following information:

- Name of the speaker (1 point)
- Presentation topic/industry (1 point)
- Brief biography of speaker (3 points)
- How did you find this speaker (2 points)
- Why did you think that this person would be a valuable speaker for our Marketing class (2 points)

Additionally, you must include the responses to these questions:

1. How is the topic relevant and meaningful to your fellow classmates? (4 points)
2. Describe at least five interpersonal skills you used for this assignment AND THEN explain how you communicated effectively with your guest speaker prior to the presentation. (5 points)
3. In what setting/s do you think you will be able to use these skills that you acquired through this process? (2 points)
4. In your own words, why do you think it is important to possess these skills? (2 points)

*Formatting for this review is 12 inch, Times New Roman font , and double spaced. If you choose to use MLA format, that is fine.

<p>CHOICE OF SPEAKER</p> <ul style="list-style-type: none"> • Student chose an excellent guest speaker. It is obvious that the student put some thought into the selection of the speaker, whose presentation fit very well into the Marketing curriculum and addressed many of the topics that we've discussed or are yet to discuss in class. The students learned something new that was meaningful and relevant to them. (3 points) • Student chose a speaker whose presentation related to the Marketing curriculum. Most of the other students were interested in the issues/topics presented. (2 points) • Student chose a speaker whose presentation did not relate to the Marketing curriculum. The topic was of little interest to most of the other students. (0-1 point) 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>HOSTING</p> <ul style="list-style-type: none"> • Student demonstrated excellent public speaking skills during the introduction of the speaker. He/she had all of the required information (above) that had to be part of the introduction. (3 points) • Student demonstrated good public speaking skills during the introduction. He/She included most of the required information (above) that had to be part of the introduction. (2 points) • Student demonstrated poor public speaking skills (eye contact, body language, pacing and/or poise) during the introduction. He/she failed to include more than half of the required information (above) that had to be part of the introduction. (0-1 point) 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>SETTING OF DATE AND TIME</p> <ul style="list-style-type: none"> • Student informed the teacher at least 4 days in advance of the date and time of the guest speaker presentation and was able to schedule the presentation within the scheduled time frame. (3 points) • Student did not inform the teacher AT LEAST 4 DAYS IN ADVANCE of the date and time of the guest speaker presentation. (2 points) • Student was unable to organize a speaker for the day he/she was scheduled for. Guest speaker presentation had to be postponed. (0-1 point) 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>ASKING QUESTIONS / FACILITATING DISCUSSION</p> <ul style="list-style-type: none"> • Student prepared and asked several excellent questions, which were both relevant and thoughtful. Student encouraged peers to ask questions and get involved in discussion. (3 points) • Student prepared and asked at least two questions, which helped facilitate a class discussion. (2 points) • Student did not ask any questions and didn't attempt to help nurture a class discussion during the presentation. (0-1 point) 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>SETTING UP</p> <ul style="list-style-type: none"> • Student was able to facilitate a very smooth set up. He/she prepared equipment (if needed) in advance and escorted the speaker to and from the room. (3 points) • Student failed to organize /sign out/set up equipment prior to the presentation. As a result of this, presentation did not start smoothly. However, student seemed to work hard to make up for the mistake and made sure that presentation could proceed with minimal delays. (2 points) • Guest speaker was delayed due to the fact that student did not confirm the interview, did not pick up the speaker at the office in time and/or did not prepare equipment. (0-1 point) 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>CLOSURE</p> <ul style="list-style-type: none"> • Student did prepare a thank you card and was able to wrap up the presentation very effectively by thanking the speaker, shaking hands, and addressing/thanking audience. (3 points) • Student did prepare a thank you card, but was unable to wrap up the presentation effectively by thanking the speaker, shaking hands, and addressing/thanking audience. (2 points) • Student did not prepare a thank you card and/or provide closure by thanking the speaker, shaking hands, and addressing/thanking the audience. (0-1 point) 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Student dressed professionally for the interview _____/10

TOTAL SCORE: _____/40