

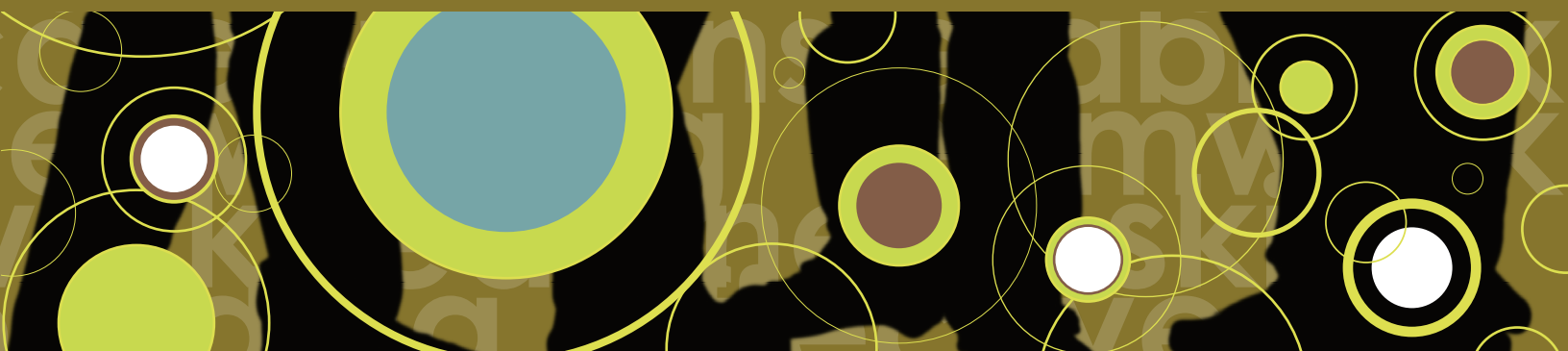


Junior Achievement®

# JA Job Shadow™



## Student Workbook





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Junior Achievement USA  
Colorado Springs, Colorado

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Name: \_\_\_\_\_

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- Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice

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- America's Promise – The Alliance for Youth
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# The 16 Success Skills

## **Read with Understanding:**

Define my purpose for reading.

Determine my reading technique for this situation: skim or read slowly, and/or take notes.

Read for understanding. If I do not understand, what do I need to do to comprehend accurately?

## **Convey Ideas in Writing:**

Define my purpose for writing. What do I want others to read?

Put my ideas in order.

Use correct grammar, spelling, and sentence structure.

Review.

Ask others to review and provide feedback.

## **Speak So Others Can Understand:**

Define my purpose for speaking. What do I want others to hear?

Organize my thoughts or points.

Use words, grammar, tone of voice, and body language that fits my purpose.

Speak and reflect.

Ask questions. Check for understanding.

## **Listen Actively:**

Pay attention to what is said.

What is my goal for listening?

Listen and reflect.

Check for understanding.

## **Observe Critically:**

Pay attention to visual information.

Check for understanding. If I do not understand, what do I need to do to comprehend accurately?

Evaluate the information. Is it believable? Is it accurate, or is it biased?

Gather information.

Reflect on the observation.

## **Use Math to Solve Problems and Communicate:**

Apply appropriate skills. Do I need to solve a problem, make a prediction, or accomplish a task?

Gather information.

Evaluate the solution.

Select and review the best way to explain the results.

Check for understanding.

**Plan:**

Determine goals, and prioritize.

Evaluate priorities. What needs to get done first?

Execute the plan.

Evaluate my effectiveness. Make adjustments, if needed.

Reflect. Did my plan work?

**Solve Problems and Make Decisions:**

Understand the problem.

Gather information.

Determine possible solutions.

Evaluate the pros and cons of each possible solution.

Execute the best solution.

Evaluate the solution.

Reflect. Did my solution work?

**Cooperate with Others:**

Be courteous and friendly; accept others' contributions.

Ask others for input.

Clearly state personal ideas and opinions.

Recognize personal needs and the needs of others. Reflect and evaluate.

**Advocate and Influence:**

Determine what I want out of the situation.

Evaluate possible resources.

Gather information and build a case, while considering the needs and interests of others.

Present the case.

Reflect and evaluate external feedback. Make changes, if necessary.

**Resolve Conflict and Negotiate:**

Recognize that conflict exists.

Identify areas of agreement and disagreement.

Evaluate multiple ways of resolving a conflict. Identify solutions in which everyone wins.

Work with others involved in the conflict to determine a plan to move forward.

Evaluate the plan. Make changes, if necessary.

Reflect.

**Guide Others:**

Determine others' needs. Can I be of help?

Work together to determine the best solution.

Evaluate the solution.

Was I helpful? Reflect.

**Take Responsibility for Learning:**

Set goals for learning. What do I know now, and what would I like to know in the future?

Determine my learning style.

Evaluate. Am I learning? What is my learning objective?

Apply my new skills and understanding to a real-life situation.

**Reflect and Evaluate:**

Determine what I know now, and what I want to know in the future.

Create a plan to accomplish it.

Is the plan workable? Make predictions or judgments, and revise the plan, if necessary.

**Learn through Research:**

Ask questions, or make a prediction about a situation.

Gather information.

Organize information, analyze it, and interpret the results.

Evaluate whether the results answer the question or confirm the prediction.

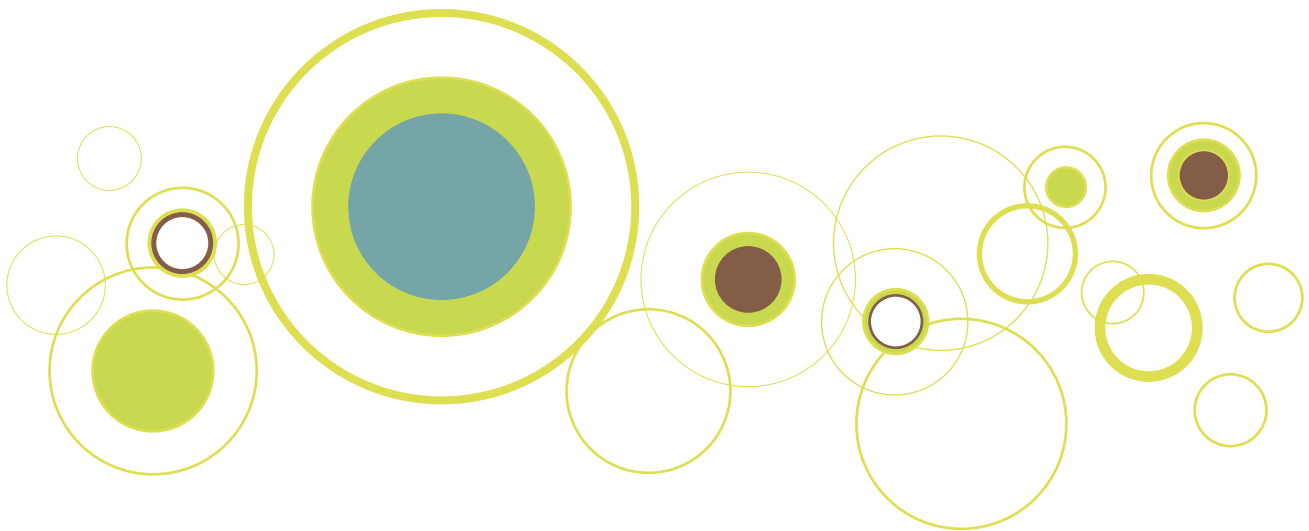
**Use Information and Communications Technology:**

Determine the purpose.

Evaluate which technological tool is best.

Utilize tools to accomplish the task.

Evaluate. Make changes, if necessary.



# Self-Assessment Form

**Directions:** Review each Success Skill, and circle the number that best describes your ability level (with 5 indicating the highest level and 1 the lowest).

**Success Skills (Circle the appropriate number):**

<b>Read with Understanding:</b> Define purpose, and check for understanding.	5	4	3	2	1
<b>Convey Ideas in Writing:</b> Define purpose, and organize ideas.	5	4	3	2	1
<b>Speak So Others Can Understand:</b> Define purpose, and organize thoughts.	5	4	3	2	1
<b>Listen Actively:</b> Pay attention to what is said.	5	4	3	2	1
<b>Observe Critically:</b> Pay attention to visual information.	5	4	3	2	1
<b>Use Math to Solve Problems and Communicate:</b> Apply skills, gather information, and evaluate.	5	4	3	2	1
<b>Plan:</b> Determine goals, and prioritize.	5	4	3	2	1
<b>Solve Problems and Make Decisions:</b> Understand the problem, gather information, and evaluate.	5	4	3	2	1
<b>Cooperate with Others:</b> Be courteous and friendly; accept others' contributions.	5	4	3	2	1
<b>Advocate and Influence:</b> Determine personal needs, and evaluate resources.	5	4	3	2	1
<b>Resolve Conflict and Negotiate:</b> Recognize that conflict exists, identify sides, and evaluate options.	5	4	3	2	1
<b>Guide Others:</b> Determine others' needs, and work together.	5	4	3	2	1
<b>Take Responsibility for Learning:</b> Set goals, and determine personal learning style.	5	4	3	2	1
<b>Reflect and Evaluate:</b> Determine what is known and what knowledge is needed.	5	4	3	2	1
<b>Learn through Research:</b> Ask questions, make predictions, and gather information.	5	4	3	2	1
<b>Use Information and Communications Technology:</b> Determine purpose, and utilize the appropriate technology.	5	4	3	2	1



# High Expectations

**A Job Shadow site visit is exciting and informative. To be successful here and in the real world of work, it is necessary to be prepared and understand what employment opportunities are available to you.**

Directions: Review the list of learning objectives. Decide which ones are most important to you. Rank each objective on a scale of 1 to 5 (5 being the highest and 1 the lowest). Be sure to refer to this information during your site visit.

Learning Objectives	Rank (1-5)
Make the connection between what is learned at school and what is expected in the workplace.	
Examine what employees do in the workplace.	
Realize which skills are needed to get a job.	
Evaluate the benefits of working.	
Research the workplace.	
Observe how technology is used in the workplace.	
Explore career opportunities.	
Determine the education level needed to get a job.	
Realize the connection between learning and earning.	

## Work-Readiness Skills:

The following work-readiness skills will prove invaluable in succeeding in the workplace.

- **Build Rapport:** Interact with others in a way that is appropriate to the situation and shows interest in, and sensitivity to, others' thoughts and feelings.
- **Resolve Conflict and Negotiate:** Identify the conflict, and consider both sides to develop an acceptable solution.
- **Cooperate with Others:** Be courteous and friendly; accept others' contributions.
- **Reflect and Evaluate:** Think about your current knowledge and understanding, and what that means to you.
- **Solve Problems and Make Decisions:** Understand the problem, gather information, and evaluate.

# Resume

Name: \_\_\_\_\_

School: \_\_\_\_\_

Objective: \_\_\_\_\_

\_\_\_\_\_

**Experience:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Education:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Interests:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Career Cluster Table

Directions: Working with a partner, investigate the JA Career Center at <http://studentcenter.ja.org/>, and complete the Career Cluster Table by listing industry pathways and possible careers for each cluster.

<b>Career Clusters</b>	<b>Possible Industry Pathway</b>	<b>Possible Careers</b>
<b>Agriculture, Food, and Natural Resources</b>		
<b>Architecture and Construction</b>		
<b>Arts, Audio-Video, Technology, and Communication</b>		
<b>Business, Management, and Administration</b>		
<b>Education and Training</b>		
<b>Finance</b>		
<b>Government and Public Administration</b>		
<b>Health and Science</b>		
<b>Hospitality and Tourism</b>		
<b>Human Services</b>		
<b>Information Technology</b>		
<b>Law, Public Safety, and Security</b>		
<b>Manufacturing</b>		
<b>Marketing, Sales, and Services</b>		
<b>Science, Technology, Engineering, and Math</b>		
<b>Transportation, Distribution, and Logistics</b>		

# Career Assessments

Please follow these instructions to begin using Kuder® Navigator. Kuder Navigator, provided by Junior Achievement, is an online educational and career planning system designed primarily for today's middle school and high school students.

## Registration

1. Go to the JA Student Center at **studentcenter.ja.org**, and click **Explore Careers** in the left navigation menu.
2. Click **Career Assessment**.
3. Click **New Users Register Here** in the center of the screen.
4. Select **Student**, and choose your grade level from the drop-down menu.
5. Click **Continue** to create your account.
6. During the registration process, you will need to create a unique username and password. Write your username and password below for future reference.

Username: \_\_\_\_\_

Password: \_\_\_\_\_

7. You also will be asked to enter the Activation Code provided below:

**Activation Code: N3235773GYT**

8. Check the box next to, "I have read and agree to the terms and conditions of use."
9. Click **Create New Account** to complete the process.

## Navigator Home Page

Once you have created your account, you will be directed to your Navigator home page to access the system's tools and resources via the top navigation menu. Your home page also provides a link to your messages, to do list, recommended links, and account information.

## Taking an Assessment

Your first step in the educational and career planning process is to learn about you.

Click on **Learn About Myself** from the top navigation menu.

- Ninth- to Twelfth-Graders: Choose **Take an Assessment**, and click on one of the assessment titles. To get started, select your desired education level/degree, and click on **Start Assessment**.
- Seventh- and Eighth-Graders: Choose **My Interests** or **My Skills**, select your desired education level/degree, and click on **Start Assessment**.
- Sixth-Graders: Choose **Take Interest Checklist** to learn about your interests in the six Career Fields.

Once you complete the assessments, use your results and the other available tools from the top navigation menu to support your ongoing education and career exploration and planning.

## Logging In

To re-enter your lifelong account, go to the JA Student Center at **studentcenter.ja.org** and click **Explore Careers** in the left navigation menu. Click **Career Assessment**. Click **Login**, and enter your username and password.

# Today's In-Box Worksheet

Using the information provided during the site visit, complete each task in the space provided.

## Task One: Company Mission Statement

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## Task Two: Workplace Host Information

- Name: \_\_\_\_\_
- Title: \_\_\_\_\_

### Work-Readiness Skills:

The following work-readiness skills will prove invaluable in succeeding in the workplace.

- **Build Rapport:** Interact with others in a way that is appropriate to the situation and shows interest in, and sensitivity to, others' thoughts and feelings.
- **Resolve Conflict and Negotiate:** Identify the conflict, and consider both sides to develop an acceptable solution.
- **Cooperate with Others:** Be courteous and friendly; accept others' contributions.
- **Reflect and Evaluate:** Think about your current knowledge and understanding, and what that means to you.
- **Solve Problems and Make Decisions:** Understand problems, gather information, and evaluate.

## Task Three: Company Tour Observations

Record your observations in the space provided.

- Dress: \_\_\_\_\_  
\_\_\_\_\_
- Workplace expectations: \_\_\_\_\_  
\_\_\_\_\_
- Greetings and introductions: \_\_\_\_\_  
\_\_\_\_\_

## Task Four: Student-Led Interview Questions

Ask the workplace host the following questions during the student-led interview.

- What experiences in your life show you can be a hard-working, trustworthy employee?
- What do you see yourself doing five years from now?
- If you find that you have a serious personality conflict with a coworker and it is starting to affect your job performance, how will you handle the problem?
- If a customer complains to you about the service he or she has received, what will you do?
- What do you consider to be your greatest strength? What is your greatest weakness?

## Task Five: Host-Led Interviews

Be prepared to respond to the following questions during the host-led interview.

- What do you see yourself doing five years from now?
- How do you handle conflict? Explain.
- Think of a time when you worked as part of a team. What were your experiences? Were you able to complete assigned tasks? If not, what did you learn from the experience?
- Which of the work-readiness skills is your strongest? Why?

## Task Six: Debrief

Describe your favorite aspect of the Job Shadow site visit. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Personal Action Plan

*The more that you read, the more things you will know.  
The more that you learn, the more places you'll go.*  
—Dr. Seuss

## Site-Visit Reflections

Which aspects of the job were interesting? Which were not?

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What did you like about the workplace? What would you change?

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Would you consider a career in this field? Why or why not?

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What was the biggest surprise of the day? Explain.

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**Looking Ahead**

Describe your perfect day at work. What do you do? Who do you work with? Do you attend meetings? Do you travel? Do you sell products or provide services? Do you present information to large groups?

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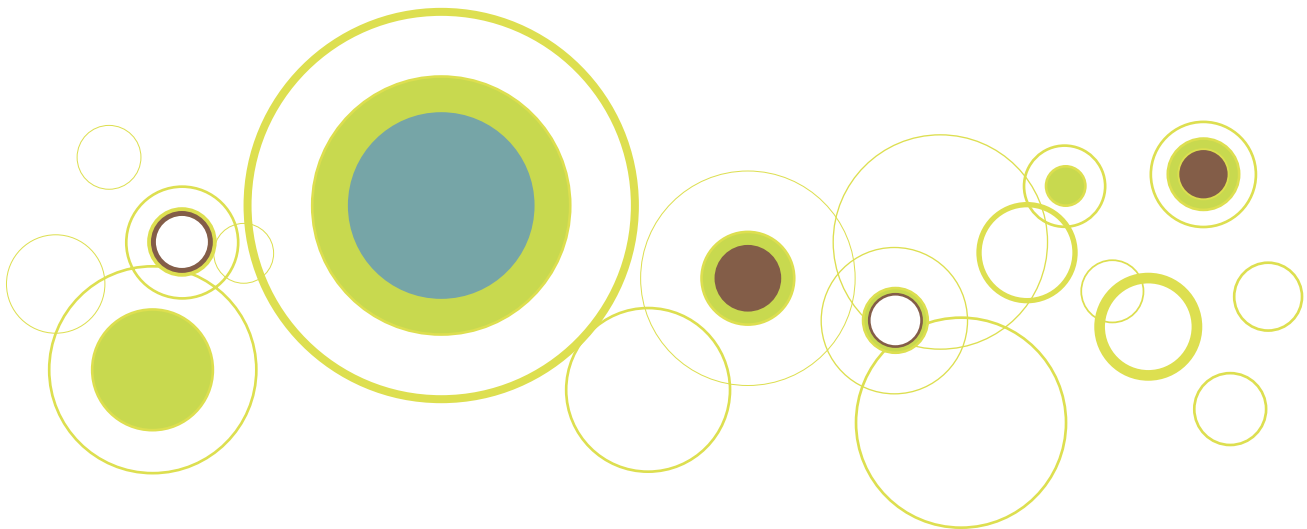
What are two steps you can take today to prepare for this type of job and workplace?

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# Glossary

## **Brainstorming**

A method used to generate ideas.

## **Career**

Work that not only provides income but also is important to the worker for reasons that meet his or her values, interests, and abilities.

## **Interests**

A person's preferred activities or hobbies.

## **Nonverbal communication**

A form of communication in which people use gestures and body language to express ideas and opinions.

## **Reflect and evaluate**

Think about your current knowledge and understanding, and what that means to you.

## **Resume**

A written summary of a person's education and work experience.

## **Self-knowledge**

The special qualities each person possesses, including his or her skills, interests, and values.

## **Skills**

A person's talents or abilities.

## **Transferable skills**

Skills needed in many different jobs, consistently over time.

## **Values**

A person's beliefs and ideals.

# Top 10 Resume Tips

- 1. Stick to the basics.**

Keep your resume professional by using white or cream-colored paper and a simple typeface. Colored and/or scented paper is unacceptable.
- 2. Focus on accomplishments.**

Present yourself. Describe previous work experience, and list any awards or leadership roles. Include activities, such as “National Speech and Debate Competition qualifier.” Show potential employers your commitment and leadership qualities.
- 3. Be specific.**

Customize your resume for each position and employer. When listing previous positions or activities, include specifics. This sets you apart from the crowd.
- 4. Keep it brief.**

Employers are busy. They may have 10 or more applications for every one job posting. Keep your resume brief; one page usually is sufficient.
- 5. Check the facts.**

Do not estimate dates and titles. If you are unsure of an employer’s title, dates of your previous jobs, or years of school—don’t guess. Stretching or estimating information will come back to haunt you and could eliminate you from consideration.
- 6. Include a cover letter.**

Employers categorize applicants by the quality of their cover letters. This is your chance to expand on your qualifications and provide employers with a glimpse into your personality.
- 7. Include the right information.**

A job termination, or a failed class, should not be listed on your resume. Include accurate and honest information that presents you in the best possible light.
- 8. Speak to your audience.**

Research the company and position before applying. Employers recognize and appreciate the extra effort.
- 9. Keep it professional.**

Employers do not want to know that you enjoy scrapbooking and running, unless it directly relates to the potential position. Leave hobbies, height, weight, religion, sexual orientation, and any other personal information off your resume.
- 10. Proofread, proofread, proofread.**

Always use spell-check. Take advantage of this computer software. It identifies many typos but not all. (For example, the words “there” and “their” commonly are misused on resumes and in cover letters, as are “its” and “it’s.”) Proofread your work several times, and ask a friend or family member to review it, as well. The more time you spend proofreading your resume and other application materials, the better they will be.

# Consent Form

Your child is invited to participate in a Job Shadow site-visit experience. Your child will be assigned to a workplace host who will lead him or her through a typical day on the job. Participants will discuss and explore various aspects of the workplace, as well as the skills necessary to get a job and keep a job.

Your child will join other students, teachers, and workplace hosts for a luncheon to review what they observed and learned during the day's activities. For your child to participate, you must complete this form and return it to the teacher before the scheduled site visit. Thank you.

## Permission to Participate

My child, \_\_\_\_\_, may participate in a Job Shadow  
(name)

site visit, taking place at \_\_\_\_\_ on \_\_\_\_\_  
(site) (date)

between the hours of \_\_\_\_\_ a.m. and \_\_\_\_\_ p.m.

## Permission to Travel

I understand that my child, \_\_\_\_\_, will travel to and from the workplace under the supervision of school staff.

## Photo Release

I understand that this event attracts media attention and also is used to promote partnerships between schools and businesses, so there is a possibility that my child will be photographed during this experience. I grant permission to photograph my child, \_\_\_\_\_, for these promotional and educational purposes.

**Guardian Signature**

**Date**

\_\_\_\_\_

\_\_\_\_\_

# Medical Authorization Form

Should it be necessary for my child to receive medical treatment while participating in a Job Shadow site visit, I hereby give the school district and workplace personnel permission to use their best judgment in obtaining medical service, and I give permission to the physician selected by the school district personnel to render whatever medical treatment he or she deems necessary and appropriate.

Permission also is granted to release necessary emergency contact/medical history to the attending physician, or to the workplace, if needed.

For your child to participate, you must provide the information requested below and return this form to the teacher before the scheduled site visit.

**Child Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Home Phone:** \_\_\_\_\_

**Date of Birth:** \_\_\_\_\_

**Guardian Name:** \_\_\_\_\_

**Relation to Child:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Additional Contact:** \_\_\_\_\_

**Relation to Child:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Family Doctor:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Preferred Hospital:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

Does your child require any special accommodations because of medical limitations, disability, dietary constraints, or other restrictions? Please explain.

\_\_\_\_\_  
\_\_\_\_\_

**I hereby agree to all of the above authorizations and permissions.**

**Guardian Signature**

**Date**

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_  
(Name)

\_\_\_\_\_  
(School Address)

\_\_\_\_\_  
(City, State, Zip Code)

\_\_\_\_\_  
(Telephone Number)

\_\_\_\_\_  
(Email)

Dear \_\_\_\_\_ :

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sincerely,

\_\_\_\_\_  
JA Job Shadow Participant







Junior Achievement®

[www.ja.org](http://www.ja.org)

Junior Achievement USA™