

Career Day & Job-Shadowing Event

SECONDARY – HIGH SCHOOL STUDENTS

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I. Purpose

A. Objectives:

- The greatest challenge and the greatest need for career development programs occur at the high school level.
- The challenge is finding time in the busy student schedule to implement career development activities in groups.
- The need is that graduation plans dictate certain educational selections that require guided reflection and decision-making.
- Job shadowing and real work experience are often parts of the experiential career development process.
- Employability skills, job finding, and job keeping skills are all part of the competencies which students must master as they consider their future role in the world of work.
- Resume writing, interviewing skills analysis, and team problem solving are but a few of the abilities that young people need to take to the workplace.
- Job shadows and industry visits can further connect the school to future employment.
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[Reference:](#) (Wake County School to Career, 2016)

B. Tennessee Model for Comprehensive School Counseling

Standard 5: Career Information and Career Goals

Students will employ strategies to achieve future career success and satisfaction.

9-12 Learning Expectations

The student will:

5.1 utilize school and community resources to gain information related to career clusters.

5.2 identify skills that are transferable from one occupation to another.

5.3 apply technology and other research skills to locate information about job and postsecondary education.

5.4 demonstrate how societal changes influence employment trends and future training.

5.5 assess and modify educational plans to support career goals.

5.6 evaluate and update career-planning portfolio.

5.7 apply academic and employment readiness skills through work-based learning (e.g. interning, mentoring, and shadowing).

9-12 Performance Indicators

At Level 1, the student will be able to:

- use personal and career knowledge to determine future plans.

At Level 2, the student will be able to

- make specific job and/or college decisions based on knowledge of personal interests and abilities.
- use technology to access Tennessee and national labor market trends related to career goals.

At Level 3, the student will be able to

- participate in work-based experiences to evaluate career goals.
- validate and/or modify career goals from work-based learning.

Reference: (Tennessee Department of Education, 2005)

II. Process

A. Career Assessment Inventory

Students will take an online career cluster activity:

<http://www.educationplanner.org/students/career-planning/find-careers/career-clusters.shtml>

After completing this activity, students will receive their top 5 career cluster areas. These areas will include:

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, Audio/Video Technology, and Communications
- Business, Management, and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections, and Security
- Manufacturing

- Marketing, Sales, and Service
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution and Logistics

Students will also have access to the O*NET detailed descriptors of their specific career area related skills, education and training requirements, salary, and other pertinent information.

Completing and collecting the data for this activity will provide the school counselor with an efficient method of determining what careers clusters students are most interested in. This will also help the school counselor decide what local career cluster areas to invite to the career fair.

Reference: (Career Cluster Activity, 2016)

B. Teacher, Parent, and Community Involvement (Advisory Team)

The school counselor will schedule a meeting with teachers, parents, and other members of the community to discuss the selection and current networking of vendors/participants for the career fair based on the student’s career cluster interest inventory results. The advisory team will be asked to complete a form with prospective vendors/participants contact information and whether he or she can provide a brief presentation on the school site or job-shadowing opportunity at their place of employment.

Sample Suggested Vendors/Participants Form

Vendor/Participant	Career Cluster Area	Phone Number	Email	Presentation or Job-Shadow
<i>Jane Doe</i>	<i>Health Science - Registered Nurse</i>	<i>555-5555</i>	<i>doej@gmail.com</i>	<input checked="" type="checkbox"/> presentation <input type="checkbox"/> job-shadow
<i>Dr. John Doe</i>	<i>Human Services - Counseling Psychologist</i>	<i>444-4444</i>	<i>doej@uom.edu</i>	<input type="checkbox"/> presentation <input checked="" type="checkbox"/> job-shadow

C. Vendor/Participant Role – Presentation

1. Be on school-site in correlation to assigned schedule, time, and location.
2. Prepare an 8 to 10-minute presentation on specific career cluster area.
3. Answer student’s concerns and questions regarding the specific career cluster area.
4. Provide students with brochures, business cards, and other supportive documentation on the specific career cluster area.

D. Vendor/Participant Role – Job Shadowing

1. Arrange designated length of time (at minimum 1 hour) for students to visit vendor/participants place of employment.

2. Guide and instruct students with information regarding everyday specific career cluster area roles and responsibilities.
3. Provide students with opportunities for hands on job-related tasks and responsibilities.
4. Answer student's concerns and questions regarding the specific career cluster area.
5. Provide students with brochures, business cards, and other supportive documentation on the specific career cluster area.

E. School Counselor Role – Presentation

1. Inform participant of his or her presentation schedule, time, and location (preferably the GYM)
2. Schedule event around student's class schedules and availability.
3. Provide table and chair(s)

F. School Counselor Role – Job Shadowing

1. Arrange student release time with approval from administration and consent of parents to leave school site to participate in a job shadowing career cluster area.
2. Verify with vendor/participants of job shadowing arrangement location and length of time. Possibly in the afternoons or weekends to not interrupt with student instructional time.
3. Determine with vendor/participant the capacity of student participation of job shadowing. Possibly create a job-shadowing career cluster area sign-up slot sheet. It's expected this would be on a first-come, first-served basis.
4. Check with vendor/participant on possible multiple day job shadowing opportunities to provide all interested students a chance to participate.

III. Projected Outcomes

Outcomes will be based on the Tennessee Model for School Counseling career development standard 5 performance indicators:

- use personal and career knowledge to determine future plans.
- make specific job and/or college decisions based on knowledge of personal interests and abilities.
- use technology to access Tennessee and national labor market trends related to career goals.
- participate in work-based experiences to evaluate career goals.
- validate and/or modify career goals from work-based learning.

After completion of career day/job-shadowing event, students will be asked to complete an evaluation form on their experience. This would provide the school counselor with pertinent information on whether or not the career day/job-shadowing event met students' needs and expectations. The results from the survey will be used to ensure the effective preparation of future career day/job-shadowing events.

IV. Reflection

I enjoyed the real-world useful aspect of doing this assignment. The career day proposal activity will benefit me in preparation of when I actually begin the process of implementing a career fair/day. In addition, it was helpful in making me aware of how to run a career day/fair for secondary students. I learned that job-shadowing is essential at the 9-12 grade level of career development.

References

Career Cluster Activity. (2016, June 19). Retrieved from Education Planner:

<http://www.educationplanner.org/students/career-planning/find-careers/career-clusters.shtml>

Tennessee Department of Education. (2005). Retrieved from Tennessee Model for Comprehensive School Counseling:

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