



Monadnock Center for  
*Successful Transitions*  
Productive People / Productive Lives

How to:

---

# Build Partnerships for Career Exploration

---

Using Job Shadows to Explore the World of Work

Developed by  
Betsy Street  
Steve Bigaj  
Sheila Mahon



**Keene State College**

Part of a series of how to guides for increasing work-based learning opportunities for students with disabilities.



How to:

---

# Build Partnerships for Career Exploration

---

Using Job Shadows to Explore the World of Work

**Betsy Street**

*Project Manager  
Monadnock Center for Successful Transitions  
Keene State College*

**Stephen Bigaj, PhD**

*Professor, Education Department  
Keene State College*

**Sheila Mahon, MS**

*Project Director  
Monadnock Center for Successful Transitions  
Monadnock Developmental Services*

Keene State College  
229 Main St.  
Keene, NH 03431

[www.keene.edu](http://www.keene.edu)

September 2010

This document was developed by the Keene State College site of the Monadnock Center for Successful Transitions (MCST).

MCST is a training and technical-assistance center providing support to individuals, especially individuals with disabilities, as they transition from high school to adulthood. MCST is also working to improve the employment opportunities for individuals with disabilities by creating and supporting different projects that encourage employment. For more information, visit the MCST website at [www.mcst-nh.org](http://www.mcst-nh.org).

MCST is a project of Monadnock Developmental Services and is made possible under an agreement with the State of New Hampshire, Department of Health and Human Services, Bureau of Developmental Services, with Medicaid Infrastructure Grant funds provided by the federal Centers for Medicare and Medicaid Services under CFDA 93.768.

\*\*\*

Individuals and schools may reproduce any part of this document for noncommercial purposes.

\*\*\*

This guide is part of a series of resource guides from the Monadnock Center for Successful Transitions (MCST). All are or will be available for download at no charge at [www.mcst-nh.org](http://www.mcst-nh.org).

- *Create Approved Work-Based Learning Experiences* – a guide to meeting NH Department of Labor requirements for work-based learning experiences.
- *Exploring a World of Transition Resources* – a quick-start guide to using [delicious.com](http://delicious.com) to explore a library of online resources.
- *Habits of Work* – an employment soft skills curriculum.



INTRODUCTION.....	1
Intent of This Guide.....	1
HIGH SCHOOL PREPARATION.....	3
Establish the Partnership .....	3
NH Dept. of Labor Approvals .....	4
Parent Permission Slips.....	4
Preparing Students .....	4
Matching Students to Job Shadows .....	5
Job-Specific Student Preparation .....	5
Thank-You Letters.....	6
PREPARATION AT THE COLLEGE.....	7
Build Relationships .....	7
Recruiting Hosts .....	7
A Welcoming Gathering Place.....	8
Host and Student Responsibilities .....	8
Master List of Job Shadows.....	9
Matching Students and Hosts .....	10
Chaperone Role .....	10
Host Orientation Meeting.....	10
Parking .....	11
Gifts for Students .....	11
JOB SHADOW DAY .....	13
Final Preparations.....	13
Creating a Welcoming Atmosphere.....	13
Welcome and Introductions.....	13
Take Pictures.....	14
As Students Return.....	16
WRAP-UP AND FOLLOW-UP.....	15
Evaluations .....	15
Follow-Up Internships.....	16
Public Relations.....	17
Thank-You Letters.....	17
Debriefing Meeting.....	17
Looking to the Future .....	17

# CONTENTS



APPENDIX A: MASTER LIST OF JOB SHADOWS.... 19

APPENDIX B: TASK TIMELINE.....23

# INTRODUCTION



High school students can explore a potential career by tagging along with someone working in the field, observing what they do and talking one-on-one. Such an experience is called a job shadow. It is a one-time experience, during which one student partners with one host and learns about a job by observing and asking questions while the host carries out normal workday activities. A job shadow is a real-life, authentic experience that can serve as a career exploration and assessment tool, if used and processed appropriately. The logistics, however, of setting up meaningful job shadows for many students interested in many different fields can be daunting for high school staff.

One solution is to partner with a large organization with a wide diversity of jobs. A place that has a residential component, like most college campuses, offers this diversity. Any place where people live or spend extended time is a mini-universe of occupations. Such an organization needs employees in trades, culinary arts, grounds keeping, childcare, transportation, custodial services, computer support, and administration, as well as staff for whatever stated service the organization provides. Besides residential college campuses, other examples are assisted-living facilities, hospitals, airports, boarding schools, and large companies that maintain their own facilities and offer their employees such on-site benefits as childcare, wellness programs, and extended dining hours.

By partnering staff at the high school and the organization, you can create a rich event where students arrive as a group, meet their hosts, fan out for individual two-hour job shadows, and come together at the end to wrap up and depart as a group.

## INTENT OF THIS GUIDE

This guide is written for high schools who want to collaborate with an organization to plan and carry out a Job Shadow Day. For purposes of example, we assume your partner is a college or university. The guide describes the preparation tasks that take place at the high school and those that take place at the college, then provides details for the Job Shadow Day itself and follow-up activities. There is a suggested task timeline in the back that may be helpful as a planning tool.



# HIGH SCHOOL PREPARATION



This section covers preparation activities to be addressed at the high school so that the job shadow as a career exploration activity can be meaningful. See Appendix B for a suggested timeline for completing these tasks.

## ESTABLISH THE PARTNERSHIP

Typically the job shadow project will be spearheaded by the high school. A good first contact at the college can be someone in the Human Resources Department. Request a meeting to present the idea and explore options for how a job shadow event can be done. Tie the job shadow event to the college's mission and the value of being part of the larger community, offering service to the local community. Find and read the college's mission statement so you can make explicit connections during your first meeting. Explain the benefits to both the students and the college from participating in such a project. Exposure to real people doing real work is incredibly valuable to students as they begin to figure out their skills and interests.

Assuming you get an enthusiastic go-ahead, the next most important step is to identify one primary contact at the college. Close collaboration and attention to logistical and communication details between the high school and the college will result in a rich learning experience for all involved.

Possibilities on a primary contact can be someone in:

- human resources (often the best place to start)
- service learning (a student could take on job shadow coordination as a service project connected to an academic course)
- career services
- community outreach
- community development
- college relations
- advancement
- faculty in a human services field. Faculty members are often looking for ways to provide service to the community as part of their scholarship and service requirement for tenure and promotion.



## NH DEPARTMENT OF LABOR APPROVALS

Since job shadows involve a student going to a workplace, Department of Labor approvals are required. There are two separate approvals. One, the work place must be approved as a safe work environment for a student. Two, the job shadow program itself must be approved (e.g., have objectives, supervision, etc.).

The mechanism to do this is filling out two forms. Your school may have a school-to-career, work-based learning, internship or transition coordinator who can help. Refer to the Monadnock Center for Successful Transitions (MCST) guide, *Create Approved Work-Based Learning Experiences*, for details, including age restrictions in certain occupations. You can find more information at the NH Department of Labor website: [www.labor.state.nh.us/school\\_to\\_work.asp](http://www.labor.state.nh.us/school_to_work.asp).

## PARENT PERMISSION SLIPS

Follow your school's policy for parental permission. Possible wording:

### *JOB SHADOW FIELD TRIP*

*Our students are going to <college> for a job shadow experience. Students will be matched with a college employee in a field of interest to the student and will accompany the college employee for approximately two hours. Students will be transported to the campus by <insert details>. We will leave school at approximately <time> and plan to return at approximately <time>. Students will be supervised by <insert details>. Students should dress appropriately for the job they are shadowing. Photographs, if taken, can be used in a college news article or presentation.*

*My son/daughter \_\_\_\_\_ has permission to participate in a job shadow experience on <date> at <name of college>. I do/do not give permission for my child to be photographed.*

## PREPARING STUDENTS

For some students this may be a first experience in a work place. Help them reduce their nervousness by:

- acknowledging it is normal to be nervous
- explaining the job shadow is a short experience
- telling them there will be refreshments (confirm with college contact)
- role-play aspects of a job shadow to demystify the experience

Students will also benefit from practicing skills related to making a good first impression. These and other interpersonal skills are often referred to as “soft skills”:

- introducing themselves
- good standing and sitting posture
- firm handshake
- appropriate eye contact



- clear articulation
- good hygiene
- appropriate dress

## MATCHING STUDENTS TO JOB SHADOWS

Matching students to particular job shadows will be a collaborative project with the college contact. Each student should select two or three job shadows – inevitably there are a couple that everyone wants, so making the students choose at least two provides necessary flexibility in the matching process.

## JOB-SPECIFIC STUDENT PREPARATION

The students' experience will be enriched if they do some preparation specific to the area they will be shadowing. Try introducing them to the federal O\*Net OnLine website, the U.S. Department of Labor's tool for career exploration and job analysis: [online.onetcenter.org/](https://online.onetcenter.org/).

Ask them to learn about the job they are shadowing and come up with three questions to ask their host.

Students could also print off a list of the job tasks to take with them to review with their host. As an example, here are the O\*Net OnLine tasks listed for “Heating and Air Conditioning Mechanics and Installers” ([online.onetcenter.org/link/summary/49-9021.01#Tasks](https://online.onetcenter.org/link/summary/49-9021.01#Tasks)).

### Example: Heating and Air Conditioning Mechanics and Installers Tasks

1. Obtain and maintain required certifications.
2. Comply with all applicable standards, policies, and procedures, including safety procedures and the maintenance of a clean work area.
3. Repair or replace defective equipment, components, or wiring.
4. Test electrical circuits and components for continuity, using electrical test equipment.
5. Reassemble and test equipment following repairs.
6. Inspect and test system to verify system compliance with plans and specifications and to detect and locate malfunctions.
7. Discuss heating-cooling system malfunctions with users to isolate problems or to verify that malfunctions have been corrected.
8. Record and report all faults, deficiencies, and other unusual occurrences, as well as the time and materials expended on work orders.
9. Test pipe or tubing joints and connections for leaks, using pressure gauge or soap-and-water solution.
10. Adjust system controls to setting recommended by manufacturer to balance system, using hand tools.



## THANK-YOU LETTERS

Thank-you letters written by the students are a *vital* part of the process. They help the students process the experience. The hosts are touched and gratified to receive a personal thank-you letter, which builds invaluable goodwill for future collaborations.

Your students could write thank-you letters back at school after Job Shadow Day, or do them immediately after the experience while still on the college campus, e.g., gather together as a group in an empty classroom and get them done. Work with your college contact to make a plan that works for all involved. Identify the room where the students can sit to write their letters if you opt to do them on campus.

You can mail the letters to the individual hosts, or give them all to your college contact for distribution. (Your contact will probably enjoy reading them as well.) Here is a suggested format:

*Student address*

*Today's date*

*Name of host*

*Title*

*College name*

*College address*

*Dear <host>,*

*Thank you for allowing me to shadow you on <date>. I learned a lot from the experience. One important thing I learned was....*

*What I enjoyed most about the time was....*

*Sincerely,*

*<Signature>*

*Student name*

After Job Shadow Day, be sure to ask someone at the high school to write a thank-you to your college contact as well.

# PREPARATION AT THE COLLEGE



This section covers preparation activities to be completed on the college campus. Tasks in this section will most likely be completed collaboratively between high school and college staff. See Appendix B for a suggested timeline.

## BUILD RELATIONSHIPS

It's all about building community and creating a team that is helping kids figure out their futures. With everything you do, think of building for the long term, creating interest and commitment in people across a wide range of occupations on the college campus. You need conceptual buy-in from Human Resources and department heads, and personal enthusiasm in your cadre of hosts.

Human Resources may be able to suggest departments and particular supervisors that would be open to having one of their employees host a student. HR might also make the first contact for you. They can help you choose possible dates as they have a campus-wide perspective and will know upcoming events.

## RECRUITING HOSTS

With the guidance and support of Human Resources, develop a plan for how to recruit job shadow hosts. Be sure to contact supervisors first. An email works fine, as you can explain the program and request participation all at once. You might consider something like this:

Dear xxxxxx,

Jan Doe (HR contact) identified your area as interested in hosting a local high school student for a two- hour job shadow. Thank you! We are proud that our campus can put together such a rich coordinated offering like Job Shadow Day. Research and our own experiences tell us that exposure to real people doing real work is incredibly valuable to students as they begin to figure out their skills and interests. I look forward to meeting you as we put together the details.

This year we will be hosting students from.... The general plan is that the job shadows



will run from 9 to 11 a.m. on a weekday morning. The next step is to figure out a date. To that end, would you let me know what dates would **not** work for you during the weeks of ...?

Thank you, and please feel free to contact me with any questions or ideas. This is a collaborative project!

Since you are building for the long term, one of the most important precepts is that it is *always* OK for a potential host to tell you “no.” Everyone is busy, and a cheerfully accepted “no” can turn into an enthusiastic “yes!” in the future. Thank them for considering the idea and ask if you might contact them another time.

Stress the benefits to the students and the connection to the college’s community outreach goals. Explain the unique mini-universe aspect of a residential campus – how there are so many different kinds of jobs. If the students have disabilities, use ordinary language to describe them, e.g., some of these students may be easily distracted, or learn more slowly, or be rather quiet, etc. Describe characteristics, not labels.

### A WELCOMING GATHERING PLACE

Determine your gathering place for the actual day. You will want a friendly welcoming space where you can serve food and that is comfortable for people who are waiting, as not everyone will arrive at the same time. Students will meet their hosts, listen to your opening remarks, depart with their host, and return back to this place about two hours later.

Plan on simple refreshments to welcome the students to campus – food is a wonderful icebreaker. (Be clear about whether the college or the high school is paying for the refreshments.) Food can also improve the learning experience for a student who may have dashed out of their house without breakfast. Bagels and cream cheese and white grape juice are a good choice. Students will be hungry after their job shadow, so plan for that as well.

### HOST AND STUDENT RESPONSIBILITIES

Specify the roles and responsibilities of the students and hosts early on. The college is providing this program to the high school, so structure it in a way that works for the college, and then tweak it with the help of the school contact.

On the next page is a sample used at Keene State College.



Monadnock Center for  
*Successful Transitions*  
Productive People / Productive Lives



Keene State College

## Job Shadow Day Roles and Responsibilities June 2010

### Students

- Observe the day to day operations of a job in a field that interests them.
- Learn about the skills and education needed to enter or advance in a field.
- Observe environment (dress code, pace of work, independence, inside versus outside work, sitting versus moving, amount of conversation, etc.).
- Ask questions!
- Follow all safety and security rules as explained by host.
- Fill out evaluation form and send thank you letter to host.

### Hosts

- Make your student feel welcome.
- Take your student on a tour of your work area.
- Describe your job and some of the other jobs in your area.
- Point out current projects.
- Do some of your regular job tasks, explaining and answering questions as you go.
- Participate in evaluation afterward (probably a phone call asking for your thoughts and ideas).

### Topics to cover:

- Major responsibilities of your job
- A typical day, even if typical means unpredictable
- Education and training required for different positions in your field
- What you like about your job
- What can be difficult/frustrating about your job
- Why you chose this field
- Computer programs you use

### Other topics to consider, depending on your student's interests:

- What has surprised you in your job
- Different jobs you have had in your life.
- Suggestions for someone considering your field
- Personal traits important to be successful in your field
- Based on what the student tells you, suggestions for other fields to investigate

## MASTER LIST OF JOB SHADOWS

As you are identifying departments willing to host a student, develop short descriptions of each job shadow. Get approval on the explanation from your contact in each department. Focus on making the descriptions clear and engaging for a high school student, as in these examples:



### Bookstore Operations

The bookstore sells books and other academic materials, clothing, dorm supplies, and other items needed by the campus community. Bookstore operations include marketing, purchasing, inventory, sales, staff supervision, and other business management areas.

### Plumbing Service (must be over 16)

The plumbing shop services the whole campus. They take care of water leaks; faucet, sink, shower and toilet repairs; steam leaks and problems; and sprinkler systems.

### Drafting and Design

Architectural drafting specialists prepare CAD drawings for construction and renovation of campus properties. They help maintain paper and electronic building records, and provide design support from programming through detail design drawings.

See Appendix A for a master list of job shadows that were developed over two years at Keene State College.

## MATCHING STUDENTS AND HOSTS

Matching students and hosts is a collaborative project between high school and college contacts. Each student should choose at least two (preferably three) job shadows. The matching process can take a few days. You may need to check with a host to see if they can accommodate more students. You may need to get back to a student with more details about a particular job shadow or answer questions from either side. You may need to let a host know that a student will or will not be coming with an aide.

Not all job shadows will be chosen, and this can be disappointing to a potential host. Be sure to relay your appreciation of their willingness, empathize about the fickleness of the teenage mind, and express your hope of their future participation.

## CHAPERONE ROLE

Discuss with the school contact what the chaperones will do on campus during the job shadows. In general, hosts prefer a 1:1 experience with a student to having another adult tag along. Some chaperones may wish to plan a check-in with certain students. Chaperones should have cell phones so you can reach them as needed on campus.

## HOST ORIENTATION MEETING

A 30-minute host orientation meeting, led by both the high school and college contacts, is a key part of the process. Schedule the meeting two or three days before Job Shadow Day. By this time you will have matched all the students to a host. The purpose of the orientation is to go through the plan for the day, tell the hosts a little about each of their students, and answer any questions they have. The orientation creates a spirit of camaraderie among the hosts and shows them how they are part of a larger effort. It



also helps relieve any anxiety they may have about a student's special needs. Hosts who attend the orientation will be more confident and better prepared.

### Sample Orientation Meeting Agenda

Simple refreshments as people come in

Introductions (name and whether they have hosted a student before)

Overview of the day. Review the logistics.

School contact talks a little about each student – descriptions, not labels.

Answer questions

## PARKING

The high school will need specifics about where to park and how to get to the gathering place. They may come in cars, vans, or buses, and will have varying levels of familiarity with the campus.

## GIFTS FOR STUDENTS

If you have the budget, a token gift with the college logo for each student can mean a lot. A pencil and/or pen would be perfect.



# JOB SHADOW DAY



This is the easiest part if you have done a good job planning!

## FINAL PREPARATIONS

Confirm your gathering place plans, including food and set up. Think through how you are going to introduce the students to their hosts, e.g., when they first arrive, after refreshments, or some other time. It will go more smoothly if you have a plan.

Prepare name tags and student gifts. Gather thank-you letter supplies if needed.

## CREATING A WELCOMING ATMOSPHERE

The little details add up. Take the time to make the gathering space warm and welcoming. Have name tags ready for both hosts and students. Have cards with your contact information ready for the hosts and chaperones in case they need to call you during the job shadow.

## WELCOME AND INTRODUCTIONS

Once students and hosts have their name tags and refreshments, gather the group together. Your introduction need not be long but could cover the following:

- Welcome everyone to campus and do introductions.
- Emphasize how pleased the college is to offer this experience.
- Explain that job shadowing is a one-time, one-on-one exploration of a particular job.
- Tell how many employees the college has and what a wide diversity of jobs there are.
- Give a brief overview of the schedule.
- Remind students of rules and expectations during and after their job shadow.
- Explain how people can contact you or the school chaperones.

After you have introduced the hosts to their students and have made your remarks, send them off!



### TAKE PICTURES

If you have the opportunity and parental permission, take pictures. You can use them in a news article or presentation about the program.

### AS STUDENTS RETURN

Hosts will bring their students back in ones and twos. Be prepared to welcome them, send the hosts off, and keep the students engaged in conversation while you wait for the others. You could hand out gifts as students come back or to the whole group just before they leave.

# WRAP-UP AND FOLLOW-UP



## EVALUATIONS

Collecting feedback from everyone involved is vital, as it gives you information to improve the process. Providing feedback also brings the hosts further into the project and improves your chances of securing their participation in the future.

### Student Evaluations

---

This is an evaluation form for the students to complete and return.

**Job Shadow Student Feedback Form**

Student's Name \_\_\_\_\_ School \_\_\_\_\_

Department Shadowed \_\_\_\_\_ Date \_\_\_\_\_

1. What did you like best about your job shadow experience?
  
2. What is an important thing you learned from your experience?
  
3. Please tell us one way this job shadow experience could be improved.



## Host Evaluations

This is an evaluation form to collect host (mentor) feedback. The best feedback usually comes from a phone call or personal visit, rather than sending this form out by email.

<b>Mentor Evaluations</b>	
Name _____	Dept _____
1. Did your student:	
a. Appear genuinely interested?	
b. Ask appropriate questions?	
c. Dress appropriately?	
d. Behave professionally?	
2. Suggestions for next year. Student prep, college prep, day of, anything?	
3. Would you consider hosting again in the future?	

## FOLLOW-UP INTERNSHIPS

There will usually be some students who express an interest in further exploration, and some hosts may step forward and volunteer to do more with a student. This is a great opportunity, but be sure to manage it carefully. Look for signs of interest from the hosts but do not push – they committed to a one-time job shadow, not a tryout for an internship.

If you do end up with both a student and a host interested in an internship, the school contact needs to follow their school's internship procedures, which will include the NH Department of Labor approval process (the approval for job shadows does not extend to cover an internship). You can find more information at [www.labor.state.nh.us/school\\_to\\_work.asp](http://www.labor.state.nh.us/school_to_work.asp), and also in *Create Approved Work-Based Learning Experiences* from MCST.



### PUBLIC RELATIONS

Each job shadow day on campus presents an opportunity to thank the hosts and departments involved, and build campus community support for future job shadow days. Write a short article explaining the program, giving the number of students served, and thanking the individuals and departments of all the hosts. Include pictures if you have some.

### THANK-YOU LETTERS

If you have not already done so, have the students write individual thank-you letters to their hosts. See the *High School Preparation* section for details.

### DEBRIEFING MEETING

As with all projects, the first time through is the hardest. You will undoubtedly notice ways to streamline your process for future collaborations. Within two or three weeks of Job Shadow Day, the college and high school contacts should meet to review student and host evaluations, and debrief the whole process. While the experience is fresh, make notes about what went well, what could be improved, and good ideas that come up along the way.

### LOOKING TO THE FUTURE

Through this partnership you have offered high school students a valuable career exploration experience. Regardless of whether they want to further investigate the career area they shadowed, they have gained valuable insights about themselves, experienced a college campus, and explored their interests. In addition, the strengthened links between a college and a local high school will benefit all involved.



# APPENDIX A: MASTER LIST OF JOB SHADOWS



This is a master list of job shadows that were developed over two years at Keene State College. Each department agreed in concept to host a student. Whether or not they actually hosted depended on student interest and host availability on the day in question.

Note that there are still more career areas on a college campus – this list is a work in progress.



## Job Shadows at Keene State College Master List

### 1. Accounting

Accounts Payable disburses cash in various forms to pay for goods and services, and makes sure all disbursements have proper documentation. People in this area enjoy working with numbers, people, logic, precision, and technology.

### 2. Arts Center Operations

Theatre operations focus on production requirements: equipment, facility, and technical staff. They prepare the theatre for performances by hanging lights, hanging and focusing lights, and setting up platforms, chairs, and music stands.

### 3. Automotive Technology (must be over 16)

Automotive mechanics work on light and heavy-duty vehicles and other equipment. They also provide emergency field service to disabled vehicles and assist with snow and ice removal.



#### 4. Bookstore Operations

The bookstore sells books and other academic materials, clothing, dorm supplies, and other items needed by the campus community. Bookstore operations include marketing, purchasing, inventory, sales, staff supervision, and other business management areas.

#### 5. Carpentry (must be over 16)

Carpenters build and/or install walls, doors, windows, cabinets, and shelves. They also paint.

#### 6. Culinary Arts

Sodexo at Keene State offers meal service to students from 7 a.m. to 11:30 p.m., as well as to-go meals and catering. Employees prepare food, operate cash registers, set up, serve food, and clean up in a variety of settings (dining halls, cafes, catering events, etc.)

#### 7. Drafting and Design

Architectural drafting specialists prepare CAD drawings for construction and renovation of campus properties. They help maintain paper and electronic building records, and provide design support from programming through detail design drawings.

#### 8. Early Childhood Education

The Child Development Center is a day care and early childhood education center. Teachers and staff provide a full day of carefully planned experiences for children 4 months to 5 years old.

#### 9. Electrician Service (must be over 16)

The Electrical Shop does electrical maintenance and repair, fire and security alarm maintenance, elevator maintenance, and refrigeration/HVAC.

#### 10. Environmental Health and Safety

This area ensures a safe and healthy working environment on campus. This includes emergency planning, managing hazardous materials, conducting indoor air-quality tests, inspecting buildings, conducting training programs, and consulting on health and safety issues.

#### 11. Fitness Center Operations

The fitness center has a full line of strength training and cardiovascular equipment. All staff members have personal training clients with whom they work as well as creating



exercise programs, administering fitness tests, supervising the weight room, and cleaning all equipment on a daily basis.

## 12. Graphic Design

Graphic designers work with clients to determine their needs, then they assist in design, hire photographers, prepare layouts, and work with printers.

## 13. Grounds

Grounds personnel care for lawns, grounds, and athletic fields. They maintain sidewalks and parking lots. They do snow removal and furniture and equipment moves. They do landscape gardening and tree, shrub, and flower planting, as well as campus signage and event setup.

## 14. Hardware and Software Support

The support services arm of the IT Group provides hardware and software support to faculty, staff, and students through a centralized HelpDesk. They also provide support for campus events, including audio and video.

## 15. Heat Plant Operations (must be over 16)

This area supplies and controls the central steam that goes to all buildings on campus. They work with stationary boilers and power engineering.

## 16. Heating Service (must be over 16)

People in this area maintain and service heating systems in buildings on campus, including fixing controls, radiators, and other heaters.

## 17. Human Resources

Human Resources provides guidance and support for recruiting, hiring, and training employees; administering benefits; ensuring legal compliance; and resolving workplace issues.

## 18. Campus Safety/Law Enforcement

Campus Safety officers are on duty 24 hours a day, year-round, patrolling the campus and responding to emergencies and requests for assistance. They also manage parking on campus.



### 19. Library

The library houses 300,000 books and has electronic and paper subscriptions to many other resources. Librarians provide library instruction classes to students and also work in acquisitions, cataloging, circulation, interlibrary loan, reference help, and special collections.

### 20. Lock and Key Services

Locksmiths install and repair locks, make keys, and generate codes for electronic locks.

### 21. Plumbing Service (must be over 16)

The plumbing shop services the whole campus. They take care of water leaks; faucet, sink, shower, and toilet repairs; steam leaks and problems; and sprinkler systems.

### 22. Purchasing

This area manages the purchase of all goods and services for the entire campus. They manage all contracts, including the bidding process. They are in charge of copiers, stationary, cell phones, and travel programs. They manage all contracts, including the bidding process, and manage the disposition of surplus property.

### 23. Radio Station

WKNH is a student-run radio station licensed to serve Keene, New Hampshire. It is on the air 24/7 and has an eclectic programming mix.

### 24. Recycling and Sustainability

This area manages Keene State's carbon footprint, including recycling and waste management services. They also develop educational programs and materials.

## APPENDIX B: TASK TIMELINE



This chart lays out a suggested timeline for the tasks described in this guide. We recommend you use this as a planning tool to decide who will be responsible for what. A Job Shadow Day is a collaborative effort between a high school and college, and many of these tasks can be worked on jointly.

Date	Tasks	Responsible Party
10 weeks ahead	Organize an initial planning session to identify college contacts, discuss group size, and identify some possible dates.	
8 weeks ahead	Talk with the college Human Resources Department and obtain formal permission for job shadows. Develop a plan to work collaboratively to address the tasks on this chart.	
	Plan transportation to college.	
	Begin approval process with NH Dept. of Labor (two short forms).	
7 weeks ahead	Work with the college to send an email to all interested departments to ascertain interest and potential dates.	
	Plan student preparation activities, including soft skills practice.	
6 weeks ahead	Follow up with phone calls to departments that have not responded.	
5 weeks ahead	Set the date and notify department contacts.	
	Write master list of job shadow descriptions.	
4 weeks ahead	Review job shadow descriptions with students and start the selection process.	
3 weeks ahead	Complete selection process with students selecting two to three choices each. Communicate results to college contact.	
2 weeks ahead	Match students and hosts.	
	Determine refreshments for the orientation meeting and for Job Shadow Day. Agree who will pay for refreshments.	
	Conduct soft skills practice with students. Facilitate student research using O*Net.	
	Obtain parental permission.	
1 week ahead	Troubleshoot and problem-solve. Lock in matches – no late additions.	
2-3 days ahead	Have an orientation meeting for hosts.	
Job Shadow Day	Enjoy the results of good planning.	
1 week after	Debrief with hosts. Collect good ideas for the future.	
	Students send thank-you letters to their hosts, if not already done.	
2 weeks after	Plan a debrief meeting between school and college contacts to capture good ideas about the whole process.	
	Write news item for campus news outlets.	



As an example, here is the above timeline as it was implemented for a Job Shadow Day at Keene State College.

Date	College Contact Tasks	High School Contact Tasks
10 weeks ahead	Initial conversations. Discuss group size and identify some possible dates.	
8 weeks ahead	Talk to Human Resources about the concept, upcoming campus events that would impact date choice, suggestions for approaching department supervisors. Talk to individual departments to explain the program, ascertain interest level, and get a contact person.	Plan transportation. Begin approval process with NH Dept. of Labor (two short forms).
7 weeks ahead	Send an email to all interested departments to survey dates.	Plan student preparation activities.
6 weeks ahead	Follow-up phone calls to departments that have not responded.	
5 weeks ahead	Set the date and notify department contacts. Work on master list of job shadow descriptions.	
4 weeks ahead	Send master list to schools.	Start selection process with students.
3 weeks ahead		Complete selection process with students selecting two to three choices each. Communicate results to college contact.
2 weeks ahead	Match students and hosts. Determine refreshments. Review matches with school contact.	Workplace soft skills practice with students. Obtain parental permission.
1 week ahead	Troubleshoot and problem-solve.	Lock in matches. No further additions. Students use O*Net to research their job shadow.
2-3 days ahead	Orientation meeting with hosts	Orientation meeting with hosts.
Job Shadow Day	Enjoy the results of good planning.	Enjoy the results of good planning.
1 week after	Debrief self and hosts. Collect good ideas for the future.	Host thank-you letters, if not done on Job Shadow Day. Collect good ideas for the future.
2 weeks after	Debriefing meeting with school contact. Distribute thank-you letters on campus. Write news item for campus news outlets.	Debriefing meeting with college contact. Deliver thank-you letters packet.