HOSTING A JOB SHADOW EXPERIENCE ON YOUR CAMPUS

WHY A JOB SHADOW PROGRAM

Job shadowing is a great opportunity for your students to gain valuable insight through real and relevant learning as they determine the career paths they will pursue after graduating. The goal for students is to gain a better understanding of their field of interest as it relates to their current or future majors/minors; as well as the knowledge, skills and abilities needed to be successful in their field. The suggested length of the Job Shadow pilot program is two to three days, which equates from 16-24 hours a semester depending on the student's schedule. The students may shadow as many professionals as they'd like, depending on availability of your campus staff and their professional relevancy to their career interest. All students will be required to view one or two CSU Board of Trustee meetings to observe and meet and greet with executives as part of their learning experience.

At your campus, consider which meetings give students the best overview of your organizational structure and goals. It is important to allow students to see how their role fits into the needs of an organization.

WHAT DOES THE JOB SHADOW PROGRAM CONSIST OF?

Students are given an opportunity to meet with various professionals in the Finance, Information Technology or Human Resources fields.

The Job Shadow experience consists of:
- Touring the offices, meeting staff and learning about their career paths.
- Attending/observing meetings, attending trainings and conferences, a group discussion with a campus executive.
- Resume review by HR professionals, mentor matching, and opportunities to learn first-hand what the day-to-day activities are in your field of interest.

HOW ARE HOSTS SELECTED?

Hosts are selected each semester based on the needs and requirements necessitated by the students participating each semester.

HOW ARE STUDENTS SELECTED FOR THE JOB SHADOW PROGRAM?

Students can apply to participate in the Chancellor's Office Job Shadow program on their campus website.

A campus community wishing to implement a job shadow program may use the application form on page nine of this PDF as a template.

THE HOST GUIDE

A host is a person who agrees to be shadowed by the student(s) during the spring semester. This role involves preparation and planning to ensure a productive and interactive experience for the student — it should not be someone following you around for an agreed time period. A host needs to consider if the time requested is the best time for the shadowing to take place, and how long each period of shadowing should last. The host is responsible with introducing and setting up meetings with other professionals in their unit/department or division and attending training/conferences that would enhance the student's job shadowing experience. Hosts should receive scheduling support from the campus Job Shadow Program coordinator.

And finally, hosts will also need to take into consideration their work obligations and ensure the shadowing experience does not get in the way of their day-to-day responsibilities.

Why Should I Consider Being A Host?

Quotes from the Job Shadow Pilot's Hosts At The Chancellor's Office:

- "The Job Shadow Program is an invigorating reminder why we work for the California State University—to help students achieve their dreams." ~ *Robert Eaton, Assistant Vice Chancellor, Finance, Treasury & Risk Management*

- "As the program administrator, HR host, and mentor, it was a joy to work directly with the students to gain experience and insight into the higher education industry, particularly careers in human resources, finance, and IT at the CSU. The Chancellor's Office Job Shadow Program enhances a student's CSU experience directly in the alignment of Graduation Initiative 2025 by providing student career exposure, mentorship opportunities, knowledge of professional expectations, and workplace skills. It was wonderful to see that the program's objectives were met based on the reflections of the ten students who have participated in the program since 2020. They all noted knowledge increase in career pathways, job functions, higher education industry, establishing a professional network and are very grateful in receiving mentorship. We are looking forward to growing this program with faculty and staff partners across the CSU system to expand the reach of this program to serve more CSU students." ~ *Dr. Joan Torne, Assistant Vice Chancellor Workforce Strategies and Chancellor's Office Human Resources."*

- "Our team so thoroughly enjoyed working with the students over the course of the program. Hearing from our students that they were able to achieve their goals and gain new insight was incredibly rewarding. The program gave both students and staff the opportunity to get to know one another, gain insights, answer questions on both sides. Our staff came away with new appreciation and understanding of the student experience and to feel connected to the academic mission in a new and direct way. Student participants were able to explore career pathways and uncover the many aspects of IT and how we partner with various academic and business units. Connecting students to real world experienced staff enabled them to see firsthand various opportunities. We look forward to future programs and recommend other working groups participation." ~ *Ed Hudson, Chief Information Security Officer and Program Faculty Member*

How Long Will This Take?

Participating in the job shadow program typically takes 12-24 hours of a host's time during the spring semester.

What Am I Supposed To Talk About?

The expectation for a job shadow host is to share information about your career path, your current role in the form of duties one might have, education requirements, and types of experiences that were instrumental in your development or career choices. The format should be a conversation more than a presentation.

What Does The Host Need To Know About The Person Shadowing Them?

It is important to remember that the person shadowing is usually exploring career options. They may have a lot of questions that indicate they have a limited understanding of the field they are exploring. If you have industry specific language that is commonly used, be sure to point it out and explain terminology that might be confusing to a layperson.

Are There Any Other Considerations A Host Should Be Aware Of?

One important consideration is to ask is if there are accommodations needed for the student to participate in the job shadow experience.

Share Your Job Shadow Experience!

Review and reflect on your work through discussion with the student shadowing you, which allows you the opportunity to see your role through "fresh eyes".

Potential Job Shadow Activities

Here are some ideas for job shadowing activities:

- Tour CSU facilities
- Observe staff meetings
- Informational interviews with professional and administrative staff
- Review documents: mission/vision statement, organizational chart, strategic plans
- Observe functions: show how to operate a piece of equipment or how to complete or work with a regularly used document
- Complete office tasks
- Assist with a project
- Attend a training or conference

The host experience is designed to be a reflective activity. To understand the needs and experience of a Host, it is important to collect feedback.

Host Experience Form

1. Name and email address
2. Demographic data (Optional: age, gender identity, ethnic identity, first generation)
3. What did you get from the experience of working with the student?
4. Would you participate in this experience again?
5. Do you have any recommendations or suggestions for improve the experience?
6. Is there a colleague that you think might benefit from the opportunity to participate as a host?

THE STUDENT GUIDE

A student needs to consider why they are doing the job shadowing and what they hope to achieve from the program. They will also need to do some preparation which will involve working with the host prior to the shadowing to set objectives for the sessions. Following the shadowing, it's important to review and discuss outcomes and next steps, and finally being matched with a mentor.

Learn more about job shadowing from Linkedin.

What Questions Should I Ask?

- What are the major divisions of your organization?
- Where does your division fit in?
- What do you do during a typical work week/day?
- What skills/abilities/attributes are most important in your work?
- How did you enter this field?
- What preparations (college major, training, other work experiences) would you suggest for someone interested in entering this field?
- What other career areas are related to your work?
- What are the areas of growth and decline in this career field?
- What are the most significant problems you face in your specific job, department, or organization? To respond to these problems, what attributes do you seek in people you hire?
- What is the average beginning salary for a person entering this career field?
- Do employees have the opportunity for advancement within your organization? If so, how often is typical?
- How much flexibility does one typically have regarding: innovation, self-expression, hours of work, lifestyle, decision making (authority), and feedback?
- Do employees regularly work overtime?
- What percentage of time do you spend in interaction with people (staff and clients)? Working independently? Working with a team?
- Must someone in your field expect to be moved about often during his/her career (within the company and geographically)?
- Can you name any relevant magazines, journals, or publications that you would recommend I review?
- Do you have any advice for me?

How Do I Apply For The Program?

Students need to complete a form to apply to the Chancellor's Office Job Shadow program (sample also provided on page nine of this PDF).

Here is the information collected in the application form:

Student Information
    Name | Phone | Email Address

Education
    Degree-Field of Study | Year | Fields of Interest (HR - Business Information Technology - Financing & Investments)

Availability
    Days and Times of the Week

Explanation of Why You Would Like to Participate In The Program

Note From Sponsors
    Your request and experience is very important to us. We will do our very best to accommodate your request and provide the most appropriate match based on various factors.

    Please attach your most recent resume.

The Job Shadow program can help students connect with professionals in their field of interest or can expose them to career choices they may not have considered. To understand the needs of our participants, we solicit feedback at multiple points during the job shadow experience. These are a few sample items participants might encounter.

Student Pre-Assessment

- Demographic data (e.g. age, gender identity, ethnic identity, first generation, Pell, transfer, first language, prior work experience, campus, student ID, major/concentration). This information is used to better understand our participants and to identify potential mentors.
- Rate your current business professional network.
- List your career interests at this time
- Do you know anyone employed in the field that interests you most?

Student Assessment After Each Job Shadow Activity

- Please enter the total number of hours completed.
- The quality of your overall experience today.
- The quality of the information you received related to your job shadow goal.
- The quality of interaction you had with the Chancellor's Office professional(s) you met today.

Student Post Assessment

- Was the job shadow program beneficial (why or why not)?
- What did you learn from the job shadow program?
- Has the experience helped to crystalize your own career path (why or why not)?
- What steps do you need to take in the next year to meet your career aspirations?
- Do you have suggestions for how to improve the program for future students?
- Is there a student that you think might benefit from the opportunity to participate in this job shadow program? Provide name and email.

THE MENTOR GUIDE

At the conclusion of the program job shadow participants can be matched with a mentor for six months. Here are a few tips for managing the mentorship relationship, thinking about type of mentors available, and the ways in which mentor relationships can encourage through conversation.

Managing the Mentorship Relationship

- Select Mentee and Analyze Needs
- Match Mentee to Mentor
- Starting the Relationship: Set Goals
- Track and Measure Progress

Mentor Types

There are several types of mentors and each of them play an important role in an individual's personal and professional development. A mentor can guide, coach, or sponsor so it is important for a mentee to understand what they might need from a mentor. Be clear in your needs for the best match.

GUIDE: A guiding mentor has usually travelled the path the mentee may have to travel in order to achieve their goals. This does not necessarily mean the exact career path. Often, these relationships are built upon similar experiences, interests, or characteristics to create beneficial matches. Something as simple as coming from the same neighborhood or liking the same sport can create a basis for positive engagement.

COACH: A coaching mentor is usually charged with three goals: assess, challenge, and support. Assessing skill, development, or opportunity a coach provides feedback that allows a mentee to evaluate their own performance. A coach may also challenge a mentee to be open-minded about new experiences but most importantly supports them through the assessment and challenge phases of the relationship.

SPONSOR: A sponsor is a person with knowledge of a person's work product or ethic, willing to represent that work value in spaces where decisions are being made and expends personal and professional capital on behalf of the person they are representing. Example: When a person is in a meeting and hears about an opportunity, and they suggest to the group you would be a great person for the opportunity. They would need to have knowledge of your work before they would be willing to speak up on your behalf.

Mentor Conversations

There are multiple types of conversations that one might have with a mentor. One may have all these conversations with one person but more than likely these roles are filled by different people.

COMPANION: A companion conversation is characterized by friendship and listening. This person could be a peer or an authority figure, but the most important aspect of this conversation is the camaraderie. This conversation is general devoid of the pressure associated with an authority figure.

CATALYST: A catalyst conversation involves encouraging a mentee to push boundaries they may not have previously considered or to take that opportunity they have been thinking about but have not yet acted upon. This conversation can be characterized by the phrase, "so why not?!"

MIRROR: A mirror conversation is exactly what is sounds like. This type of mentor conversation happens when someone repeats back what they understand of a conversation. This allows an individual to clarify their perspective or position on a topic. In this conversation, a person might say, "this is what I heard; is that what you meant?"

Both, mentors and mentees can benefit from the relationship when the relationship is mutually supportive. Often mentees do not feel they have anything to offer a mentor and may approach the relationship from the perspective of what they need to be successful when it should be approached from a point of mutual benefit. A blog excerpt from the Professional Development Commons shares *10 Quick Ideas for Becoming A More Effective Mentee:*

1. **Drive The Relationship**
    Mentees should drive the mentorship relationships. Oftentimes, mentees and mentors believe that a mentor, as the senior person in a company or group, should maintain the relationship, but in reality, mentees are often in a better position to do this. Mentees should set goals to review with their mentors, agree on the amount of time each person can invest, and suggest how they would like to work with their mentors. Driving the relationship may be uncomfortable at first but doing so will keep the focus on the mentee's needs.

2. **Balance Formal and Informal Mentoring**
    Mentees should work intentionally to balance formal and informal mentoring. Our survey showed that mentees benefitted nearly as much from mentors who were formally assigned to them through a work program as they did from mentors who acted informally by doing things such as providing feedback after a meeting, reviewing a project, or having a conversation over coffee. Effective mentees should be on the lookout for mentors in all spaces.

3. **Seek The Most Personal Means To Connect**
    In the world today, people often default to impersonal methods of communication, such as emails, text messages or Slack conversations. Respondents to our survey almost unanimously spoke about the benefit of mentees asking for more personal ways to communicate. In-person meetings, shared meals, or virtual meetings make mentors and mentees feel more valued, but mentees may need to ask directly for such time.

4. **Be Courageous**
    An effective mentee is a courageous mentee. Mentees should ask questions even if the answers may seem obvious. They should make it clear through words and actions that mentors can openly give them feedback—even if it is critical. Mentees should understand that setbacks are learning experiences and be willing to stand in the discomfort of growth even when doing so is challenging.

5. **Be Clear About The Ask**
    Mentees who grow the most as a result of the mentorship experience are often the clearest on what they want and need from it. Mentees should be specific about their goals and articulate how mentors can help them the most. Even if mentees are not yet clear on either, they should be clear that they are unclear. Mentees should not be afraid to let their mentors know that they need to brainstorm.

6. **View Feedback As A Gift**
    Mentees know that feedback—whether it is positive or negative—is a gift. Feedback requires people to manage their egos and be open. Mentees should assume their mentors have the best intentions and recognize that their feedback is also a gift. Mentees who struggle to accept feedback from their mentors may find it helpful to talk with their mentors about how they would like to receive feedback. This may help mentors to grow as well.

7. **Provide Value**
    Mentees should recognize their capacity to provide value to their mentors and identify opportunities to provide value by learning about their mentors' interests and connecting the dots. This could mean sending their mentor an article based on a discussion, attending a speaking engagement, or just listening when their mentor may need an ear.

8. **Be Prepared**
    Each time a mentee interacts with their mentor in a formal way, they should have a plan. Mentees should always arrive with an agenda and questions to ensure the meeting is productive and be willing to adjust as needed.

9. Have Realistic Expectations

    Mentees know that everyone is a superhero in their own right, but mentors most likely put their capes on for emergencies instead of wearing them all day, every day. Give mentors space and grace to be human. No one is perfect, including mentors (and mentees shouldn't want mentors to be perfect).

10. Show Gratitude

    Giving thanks may not be formally required in a mentoring program; however, it is always welcomed. Mentors are sharing their time, knowledge, and resources in an effort to help their mentees advance. Mentees should express gratitude and provide specific feedback about how their mentors have impacted their professional lives.

Visit our website for more information and reference on the Job Shadow Program.

For more information or to share your campus experiences, email Dr. Joan Torne or call her at 562-951-4489.

CSU Systemwide HR Job Shadowing Program (16-24 hours)

Student Information

Full Name: _____   Date:_____

            Last   *First*

Phone: _____   Email: _____

Education

Degree/Field of Study: _____   Year_____

What fields are you most interested in? (please check all that apply)

    Human Resources

    Business Information Technology

    Financing & Investments

Availability (please check all that apply):

Monday	☐ 9am – 12pm	☐ 1pm – 4pm	☐ Other	_____
Tuesday	☐ 9am – 12pm	☐ 1pm – 4pm	☐ Other	_____
Wednesday	☐ 9am – 12pm	☐ 1pm – 4pm	☐ Other	_____
Thursday	☐ 9am – 12pm	☐ 1pm – 4pm	☐ Other	_____
Friday	☐ 9am – 12pm	☐ 1pm – 4pm	☐ Other	_____

Please provide a brief explanation why you would like to participate in the program:

_____

_____

_____

Note*: Your request and experience is very important to us. We will do our very best to accommodate your request and provide the most appropriate match based on various factors. Please attach your most recent resume.*