



ENGAGE

MODULE 5

Practical guidelines, checklist for the setup of the Job Shadowing scheme, schedule, templates for registration, monitoring and evaluation

Prepared by InterAktion



ZRC SAZU



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Introduction

This training module has been developed by InterAktion within the frame of the AMIF funded project ENGAGE. This module is one of the five training modules developed to support the labor integration of TCN women.

The aim of this module is to:

1. Understand the importance of job shadowing not only as an effective experiential learning opportunity and training experience, but also as a method to support the integration process of TCN women into society and working life.
2. Provide guidelines for setting up a job shadowing scheme (JSS).

The methodology

The module consists of proposed workshops (a mix of different activities such as presentation, brainstorming, case studies and discussions) for the trainer and examples of documents and materials needed when setting up a job shadowing scheme.

The module is broken down into three parts:

1. An informative section (part A) with a definition of job shadowing, the roles within a job shadowing and the impact it has on participants.
2. A section with proposed activities (part B).
3. A section with needed documents when setting up a JSS (part C), the trainer will be able to use these documents as handouts during the training activities.

During this module the trainer will introduce the importance of job shadowing and guide and support participants in establishing a job shadowing scheme. During the activities, the trainer will keep a positive and encouraging approach towards the participants and will encourage participation and engagement throughout the deliverance of the module by developing an open and safe environment for participants to ask questions and through providing exercises-case studies to be discussed.

A. WHAT IS JOB SHADOWING?

Definition

Job shadowing is a competency-based career exploration experience, a form of a short placement, a learning opportunity in which participants spend a certain time period accompanying, interviewing and observing an experienced worker at their workplace in order to get first-hand information about a profession.

Participants have a mentor – a professional employed in their prospective occupation and are able to shadow an employer for an agreed period of time. This scheme gives participants the opportunity to increase their career awareness of a particular role or industry, to network, to gain insight into a specific role, or a particular area of work, learn about different processes of a certain occupation or an industry and gain those employability skills needed to be successful for the chosen occupation.

The goal of a job shadowing scheme is for participant to gain specific, position – work – or industry related knowledge, skills and competencies. Among those are:

- what kind of training or education is needed for the position;
- the importance of networking;
- what are the main responsibilities of the job;
- how does one particular position relate to the company;
- what are the company's requirements regarding conduct and dress;
- which skills and competencies are used commonly;
- how does the entire team within the company cooperate;
- how do various jobs within the company interrelate;
- how is conflict managed;
- what problems arise mostly and how are they being solved;
- what steps are taken to solve problems;
- how are ideas being turned into projects;
- how is information exchanged between diverse levels of personnel;
- how are meetings conducted (agenda, brainstorming, etc...).

The roles within a job shadowing scheme

The coordinator – within this project the coordinators are ENGAGE project partners in each participating country:

- the coordinator identifies host organizations and collects registration forms from participants;
- the coordinator agrees with the host organization on the details, schedule and time frame;
- the coordinator assists the shadowee and the host;
- the coordinator is responsible for matchmaking.

The shadowee – participant:

- will have the opportunity to learn about particular occupation, needed skills and competencies and about the needed education and training;
- before the placement the shadowee needs to research on the host organization and the job position;
- during the placement the shadowee needs to reflect on the anticipated learning outcomes;
- will evaluate the outcomes with the coordinator.

The host

- the host gives the shadowee the opportunity to explore a field of interest with hands-on learning activities;
- decides together with the coordinator on the time frame and prepares a schedule;
- the host assigns a mentor to the shadowee;
- the host informs the team about the job shadowing.

The mentor

- a professional employed in the host organisation, experienced worker;
- makes sure the participant is engaged in a range of activities ;
- assists participant during the job shadowing

Job shadowing as a tool for integration into the labor market

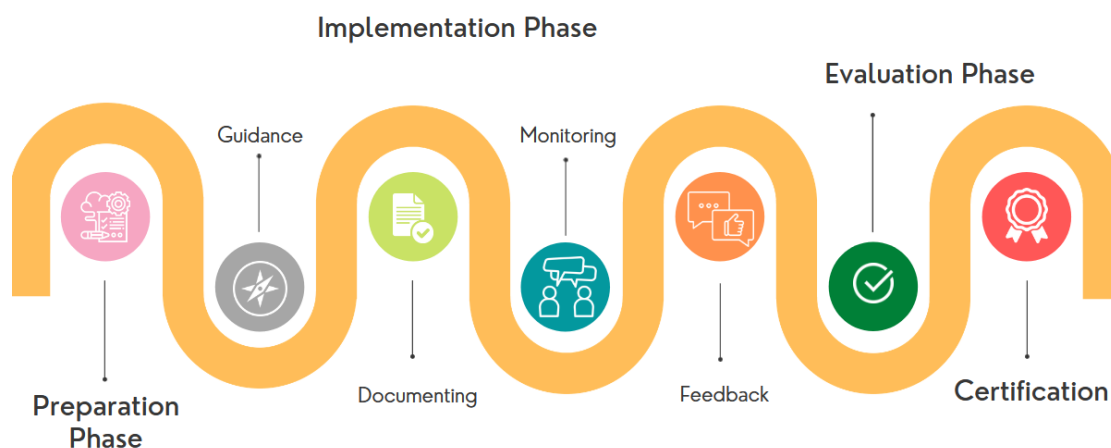
In the context of migration and integration into the labor market, job shadowing represents an important guidance activity, which could eventually lead to traineeship opportunity in a company and/or to employment.

The influx of refugees in the last decade has taught the society and the responsible authorities for integration in the EU many lessons. The integration processes and strategies were redesigned on local, regional or national level in many countries, depending where the responsibility falls.

The strategy "integrate and then employ" is nowadays changing into "integration through employment" in many EU communities, and cities providing free language courses are integrating them now into the work/volunteering/job shadowing schemes. But employing people, newcomers whose certificates are not recognized with insufficient language skills can be a serious obstacle. And while some EU cities have gone into changing and adapting legislation for the purpose of providing opportunities for the newcomers in the labor market, others, where that is not easily possible, are implementing job shadowing schemes.¹

According to the study "Process- and outcome evaluation of an orientation programme for refugee health professionals"² participating in a job shadowing programme has a positive impact on personal situation, it leads to improvement of language skills, improvement of professional skills and formal resources as well as an increase in self-confidence.

The process



¹ EURO CITIES: LABOUR MARKET INTEGRATION OF REFUGEES AND ASYLUM SEEKERS, 2017

² Khan-Gökkaya S, Mösko M. Process- and outcome evaluation of an orientation programme for refugee health professionals. Med Educ Online. 2020;25(1):1811543. doi:10.1080/10872981.2020.1811543

B. ACTIVITIES

Title	WHY JOB SHADOWING?
Duration	70 minutes
Instructions	Explain to participants the definition of a job shadowing (10 minutes) Split them in 5 groups and ask each group to discuss: A) goals of a job shadow B) who is involved? (coordinator / shadowee / host / mentor) C) impact on participants D) why and how it can benefit TCN women E) possible obstacles (30 minutes) Support the group if needed. After the brainstorming and discussion within groups, each group should present outcomes, followed by a discussion. Encourage participants to actively participate in the final discussion (30 minutes).
Material needed	Flipchart, pens

Title	TASKS AND RESPONSIBILITIES
Duration	150 minutes
Instructions	Explain participants the 4 roles in a JSS based on the outcomes of the previous tasks and the first (informative) part of this module (15 minutes) Split participants in 4 groups, according to the roles in the JSS: A) coordinators B) hosts C) participants – shadowees D) mentors Give each group a handout and ask them to discuss: important aspects of the role, what went wrong, how it could be done better in a relation of their specific role and other roles. (30 minutes) Each group should present their outcomes (30 minutes) BREAK (15 minutes)

	Give each group a handout with the infographic of the process and ask them to brainstorm on the possible activities for their particular role (the one the group was assigned to) in each phase of a JSS and why each phase is important. After 20 minutes of group work, introduce them the checklists and let them compare and discuss their results with the list additional 10 minutes. (30 minutes) Each group should present their outcomes (30 minutes)
Material needed	Flipchart, pens and handouts: - challenges with job shadowing - the process - checklists

Title	MONITORING, DOCUMENTING AND EVALUATING
Duration	45 minutes
Instructions	Split participants into 3 groups: monitoring, documenting and evaluation. The monitoring group should discuss at which level monitoring is needed, in what form, how often and which questions should be asked. The documenting group should discuss why documenting is important for participants and how mentors can support them. Can they name examples? Best practices? The evaluating group should discuss at which level evaluation is needed and in what form. (20 minutes) Each group will present their outcomes at the end, followed by a discussion. (25 minutes)
Material needed	Flipchart, pens

Title	STEPS TOWARDS A JOB SHADOWING SCHEME																																			
Duration	60 minutes																																			
Instructions	Split participants into groups of 4; ask them to write down the process of setting up a JSS: a) define a task b) assign responsible person c) agree on types of documents, which are needed at every step. Example: <table><tr><td>STEP</td><td>DONE BY</td><td>NEEDED FORM</td></tr><tr><td>A database of individuals expressing interest in shadowing is created</td><td>coordinator</td><td>Registration form for participants</td></tr><tr><td>A database of organizations hosting participants is created.</td><td>Coordinator</td><td>Registration form for hosts</td></tr><tr><td>Matchmaking</td><td>coordinator</td><td></td></tr><tr><td>Meeting organization</td><td>coordinator</td><td>Checklist for host</td></tr><tr><td>Meeting TCN woman/participant</td><td>coordinator</td><td>Checklist for TCN women</td></tr><tr><td>Contract is signed</td><td>host, participant</td><td>Contract</td></tr><tr><td>Job shadowing takes place – guidance</td><td>host</td><td>Checklist for host</td></tr><tr><td>Job shadowing takes place – documenting learning</td><td>participant</td><td>Learning log</td></tr><tr><td>Job shadowing takes place – monitoring</td><td>Host, coordinator</td><td>Sample questions</td></tr><tr><td>Evaluation</td><td>Host – mentor, participant</td><td>Evaluation form</td></tr></table> (30 minutes) Each group should present their findings, followed by a discussion (30 minutes).			STEP	DONE BY	NEEDED FORM	A database of individuals expressing interest in shadowing is created	coordinator	Registration form for participants	A database of organizations hosting participants is created.	Coordinator	Registration form for hosts	Matchmaking	coordinator		Meeting organization	coordinator	Checklist for host	Meeting TCN woman/participant	coordinator	Checklist for TCN women	Contract is signed	host, participant	Contract	Job shadowing takes place – guidance	host	Checklist for host	Job shadowing takes place – documenting learning	participant	Learning log	Job shadowing takes place – monitoring	Host, coordinator	Sample questions	Evaluation	Host – mentor, participant	Evaluation form
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C. APPENDIX

1. Checklist for the coordinator
2. Checklist for the host
3. Checklist for the mentor
4. Checklist for the participant
5. Registration form for the host
6. Registration form for the participant
7. Contract
8. Sample questions participant - mentor
9. Learning log
10. Sample questions for monitoring
11. Evaluation form for the host
12. Evaluation form for the participant
13. Certificate for the participant
14. Process
15. Case study

CHECKLIST FOR THE COORDINATOR

BEFORE THE JOB SHADOW	✓	X
Identify participants and host organisations		
Support participants with identifying their learning objectives.		
Effectively match participants with job shadow hosts, based on their career interests and personal factors.		
Prepare registration forms.		
Prepare evaluation forms.		
Give employer information about participants and make sure plans have been made to host them. Ask about dress requirements.		
Ask host to provide you with adequate information about the company, industry and profession. Prepare a welcome pack based on the information received for the participant. This will help participant to prepare for the job shadow.		
Determine if host site requires visitors to sign confidentiality and/or non-disclosure agreement.		
If needed, support participant in conducting a research about the host and the job position.		
DURING THE JOB SHADOW		
Be available for support to both parties if needed		
Perform monitoring.		
AFTER THE JOB SHADOW		
Document the job shadow. Review feedback from hosts and participant.		
Consider dissemination activities if both parties agree.		

CHECKLIST FOR THE HOST

BEFORE THE JOB SHADOW	✓	X
Provide coordinator with adequate information about your company, industry and profession. This will help participant to prepare for the job shadow.		
Ask the coordinator for tips on how best to interact with the participants and let them know of any concerns you may have.		
Let participants know where to go when they arrive at your workplace. If they need identification to enter, be sure to tell them that.		
Prepare an agenda.		
Assign a mentor to individual participants.		
Prepare interview questions for participants - this will help them reflect and set clear goals.		
Make sure everyone in the company is aware of the arrival of participants		
Prepare an agreement for the participants.		
DURING THE PLACEMENT		
Perform monitoring.		
AFTER THE PLACEMENT		
Issue a certificate for the participant.		
Provide feedback to the coordinator together with the mentor.		

CHECKLIST FOR THE MENTOR

DURING THE PLACEMENT	✓	X
Be prepared to provide specific information about your job and the skills you are using daily, some of which might be math/basic arithmetic, problem-solving, technology/computers, research, meeting deadlines, teamwork, appropriate communication		
Give participants instruction in workplace safety, if needed. Include a safety talk at start of day and highlight potential hazards.		
Be sure the participant shadowing you is engaged in a range of activities throughout the day.		
Try to choose activities that highlight the skills needed to do your job.		
Be ready to adjust the level of difficulty of any shared tasks depending on the participant's abilities.		
Share the educational and career path you took to your current position.		
Talk about any challenges or obstacles you overcame.		
Explain skills, competencies and attitudes needed to perform your tasks.		
Manage expectations about the world of work.		
Organize regular reflection and evaluation session to make participant aware of the learning process.		
Support participant in writing her learning log		
AFTER THE PLACEMENT		
Provide feedback to the coordinator.		

CHECKLIST FOR THE PARTICIPANT

BEFORE THE JOB SHADOW	✓	X
Think about what you expect from the placement, write your expectations down.		
Check with coordinator if there are any special requirements		
Research on the organization and job position you will be shadowing, visit their website and learn as much as you can about the organization's history, what they do and how it impacts your community; ask coordinator for support if needed		
Prepare a list of questions you want to ask your mentor about the job position.		
Speak with the coordinator about concerns you might have.		
Make sure you know your schedule.		
DURING THE JOB SHADOW		
Arrive at the workplace appropriately dressed and on time.		
Comply with all health and safety regulations.		
Be observant.		
Make notes and write a learning log.		
Ensure that you show good time keeping and inform your host if you are not available for any reason.		
Show tact, discretion and maintain confidentiality at all times.		
AFTER THE JOB SHADOW		
Provide feedback to the coordinator.		

REGISTRATION FORM FOR HOST ORGANISATIONS

My organization is interested in participating in the ENGAGE JOB SHADOW PROGRAMME.

Company Name:

Type of Business:

Contact Person:

Address:

Phone Number:

Brief Description of the job positions:

Brief Description of the Organization/company:

Website:

Social media:

Our office dress code is: ☐ Traditional Business ☐ Business Casual ☐ Casual

Best time to call: _____

I would prefer to host a shadowee during (Please check those, which apply):

☐ Morning (8-12) ☐ Weekdays ☐ Mon ☐ Tue ☐ Wed ☐ Thurs ☐ Fri

☐ Afternoon (12-4) ☐ Weekends ☐ Sat ☐ Sun

Date:

Signature:

REGISTRATION FORM FOR PARTICIPANTS

Name

Date

Working Language level (please choose): A1 A2 B1 B2 C1 C2

List two occupations you would be interested in shadowing:

Have you been employed in the past? Yes No

If yes, where did you work and what kind of work have you done?

List any extracurricular activities (training, workshops, etc) you have been involved in:

List any volunteering activities you have been involved in:

Explain how this job shadow experience will benefit you.

Are there any special concerns/requests that need to be considered when arranging the shadow?

Please read the following statements and sign if you agree to each of them:

- I understand that the coordinator assumes no responsibility for health, accident, or transportation insurance while job shadowing. ?*
- I agree to provide transportation or arrange for transportation to and from the job site.
- I agree to abide by all policies and rules set forth by the business I am shadowing during my shadow experience.
- I agree to follow the dress code established by the host shadow site (business, casual, uniform...)

Signature of applicant _____

Date

For coordinator use:

Job Shadow Placement

ORGANISATION: _____

MENTOR

NAME

E-MAIL

PHONE

Date of Shadow Appointment _____

Arrival Time _____ Departure Time _____

Special arrangements:

CONTRACT

Name of the participant:	Address:
Name of the host organisation:	
Legal representative:	
Mentor:	Position:
Period: DD.MM.YYYY to DD.MM.YYYY	Working times: Break:
Knowledge, skills and competencies to be acquired:	
Detailed programme of the placement:	
Tasks of the participant:	
Monitoring:	

Evaluation:

Confidentiality clause:

Insurance coverage:

SIGNATURE
Host organisation

SIGNATURE
Participant

Date and place:

Date and place:

SAMPLE QUESTIONS BY PARTICIPANTS FOR THE MENTOR

The following topics of discussion will help you get the most out of your job shadow experience. Write the answers to these questions-you do not need to write every detail, but make sure you give a good answer. You are the interviewer, so YOU do the writing. This form must be turned in to the Career Coach with your "Post Job Shadow Summary" within two days of the shadow. Please make sure you thank your interviewee for the time spent with you.

1. What is your job title?
2. What are your responsibilities?
3. What do you like most about your job?
4. What do you like the least?
5. What personality traits are important for this job?
6. What are typical working conditions? (hours, stress level, travel, physical working conditions, etc)
7. How many hours a week do you work?
8. Do you work on weekends? Holidays?
9. Do you have the flexibility to "telecommute"?
10. Do you belong to any professional or work-related organizations?
11. Did you have a mentor?
12. How did you get your position with this company?
13. Why did you choose this occupation?
14. What academic skills are needed? (Math, English, Science, etc.)
16. What technological skills are needed for this position?
17. What do you wish you had studied more of while in school?
18. What schooling or training did you receive after high school?
19. What changes, if any, do you see taking place in the near future?
20. Do you have any advice for a student that is considering this career option?

LEARNING LOG

This learning log will help you to document and reflect upon your personal learning path during your job shadowing. You should take notes every day so that you can capture all the key learning points from the activity whilst they are still fresh in your mind.

Date	What was the activity?	What was I expecting to learn?	What have I learned?	How will I apply this learning?	Which competencies/skills have I improved*

*communication skills / digital competencies /social competencies etc.

SAMPLE QUESTIONS FOR MONITORING

LEARNING PROCESS

1. Is there a clear understanding of desired learning processes among all: participant, mentor and the host?
2. Does the mentor give clear instructions?
3. Do participants have the time to reflect on their learning process before, during and after the activity?
4. Is there a plan for how and where this reflection process will take place?
5. Are adequate facilities (e.g. rooms for individual or group sessions) available for this reflection process?
6. Is this reflection process facilitated and supported by the host/coordinator before, during and after the activity?
7. Are participants receiving a certificate which documents their learning path and competence development?

PRACTICAL ARRANGEMENTS

1. Is the participant respecting the rules set (punctuality, working times, breaks, dress code)?
2. Does the host respect the agreed tasks and set goals?

EVALUATION FORM FOR THE HOSTING ORGANIZATION

Name of the organisation:	Address:																																	
Name of the mentor:																																		
Position, which was shadowed:																																		
Email address:	Telephone:																																	
Name of participant:	Period of attendance:																																	
During the placement the participant has:																																		
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%; padding: 5px;"></th> <th style="width: 20%; padding: 5px;">YES</th> <th style="width: 20%; padding: 5px;">NO</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Made pre-arrangements in a business-like manner</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Arrived at worksite on time</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Attended regularly</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Dressed appropriately for worksite</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Showed initiative</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Showed interest</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Was friendly</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Reflected and identified newly gained skills</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Respected the rules we have set together</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;"></td> <td></td> <td></td> </tr> </tbody> </table>			YES	NO	Made pre-arrangements in a business-like manner			Arrived at worksite on time			Attended regularly			Dressed appropriately for worksite			Showed initiative			Showed interest			Was friendly			Reflected and identified newly gained skills			Respected the rules we have set together					
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In case of a negative answer to the question above, did you address the problem to the participant and explained, how she/he could perform better? ☐ YES ☐ NO																																		
Overall Performance: ☐ OUTSTANDING ☐ VERY GOOD ☐ AVERAGE ☐ MARGINAL ☐ UNSATISFACTORY																																		

Comments/explanation:

Was there a need of a support from the coordinator? Why? Did you receive adequate support?

What should be improved for the next time?

Did your team benefit from the shadowing experience in terms of:

	YES	NO
Understanding the barriers for integration of migrant women		
Understanding the cultural differences better		
Increased communication skills		
Team work		
Increased coaching and mentoring skills		
Reviewing and reflecting on their own area of work		

Thank you for participating in the job shadowing scheme and for your feedback, which will help us to evaluate the effectiveness and impact of this scheme.

EVALUATION FORM FOR PARTICIPANTS

First name:	Last name:		
Job title:			
Email address:	Telephone:		
Name of host:	Period of job shadowing:		
1. What were you hoping to gain from the placement?			
2. To what extent was this achieved?			
☐ Not at all ☐ Partially ☐ Mostly ☐ Fully			
Please add your comments:			
3. What worked well and why?			
4. What did not work so well and why?			
5. Which knowledge, skills and competencies have you gained?			
Now I understand better...	YES	NO	
What training or education is needed for the position.			

	YES	NO
Why networking is important.		
What the main responsibilities of the job are.		
How does one particular position relate to the company, how the company is structured.		
How does the entire team within the company cooperate.		
What the company's requirements regarding conduct and dress are.		
Which skills and competencies are used on a daily basis.		
How are various jobs within the company connected.		
How conflict is managed.		
What problems arise daily and how they are being solved.		
What steps are taken to solve problems.		
How ideas are being turned into projects.		
How information is exchanged between diverse levels of personnel.		
How meetings are prepared and implemented (agenda, brainstorming, etc.).		

I have developed or further enhanced:

COMMUNICATION SKILLS	YES	NO
I am an active listener, I am paying attention, respond and engage		
I can list different communication methods and understand the differences		
I understand the difference between formal and informal e-mail		
I can speak in front of a group		
I can make presentations		
I understand the basics of non-verbal communication (body language, gestures, facial expression, tone of voice, etc.)		
I can give constructive feedback		

	YES	NO
I can accept constructive feedback		
I can ask for and give information over the phone		
SOCIAL COMPETENCES		
I can work with others in a constructive way		
I can manage conflicts in a supportive way		
I understand my role in the team		
I can work together with others in a meaningful and constructive way		
DIGITAL COMPETENCES		
I know how to use the digital technology (mobile phone, computer, etc)		
I can use a variety of computer programmes (Office, Adobe, etc)		
I know how to use a search engine online		
I can use online platforms and programmes such as Canva		
Please list specific, work related skills you have gained during the placement:		
6. How will you use the knowledge, skills or experience gained during the placement?		
7. Any additional comments?		

Thank you for participating in the job shadowing scheme and for your feedback, which will help us to evaluate the effectiveness and impact of this scheme.

CERTIFICATE



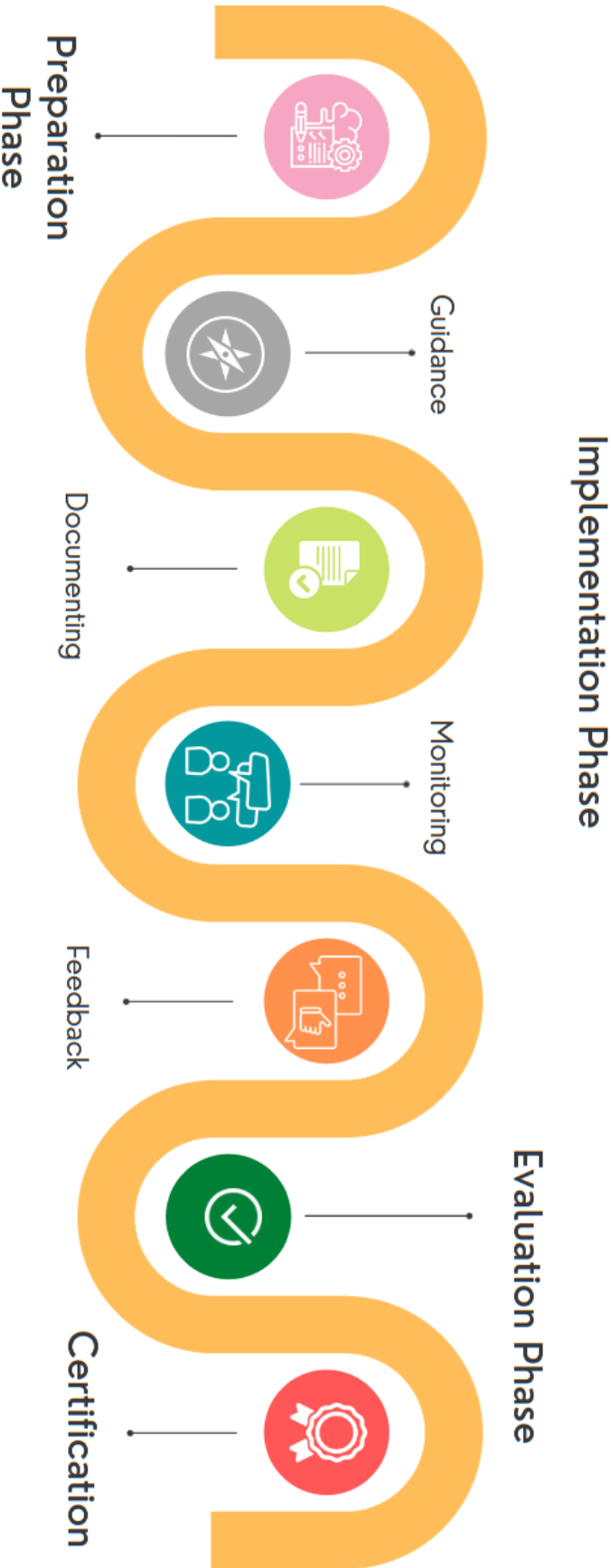
The certificate template features a large, stylized ENGAGE logo in the center. The background is a gradient of light orange and purple. The text 'CERTIFICATE' is prominently displayed in the center. Below it, the ENGAGE logo is repeated. The text 'Took part in our job shadowing programme' is written below the logo. The words 'from' and 'untill' are placed on either side of a small European Union flag icon. Below the flag, the text 'Co-funded by the European Union' is visible. The words 'Date and place' and 'Signature' are positioned at the bottom left and right respectively. On the right side of the certificate, there is a vertical column of text: 'ORGANISATION', 'MENTOR', 'POSITION', and 'MAIN ACTIVITIES'. The ENGAGE logo is also present at the top right of this column.

You can generate your certificate here:

<https://form.jotform.com/212112786722048>

The fillable PDF form is currently available in English only.

PROCESS



CASE STUDY - CHALLENGES WITH JOB SHADOWING / ACTIVITY TASKS AND RESPONSIBILITIES

Part of an orientation programme funded by the European Social Fund, targeted refugee health professionals from all health professions who applied or are preparing to apply for the recognition of their qualification in Germany. The programme lasted three months and one of the modules was a job shadowing. Due to legal regulations, foreign health professionals without a work permit are not allowed to perform a hands-on internship. Thus, a hands-off approach was conducted where participants were only allowed to watch. Participants were matched with a ward corresponding to their qualifications. A study was conducted to evaluate this specific orientation programme. (Khan-Gökkaya S., Mösko M.: Process- and outcome evaluation of an orientation programme for refugee health professionals) Some of the outcomes:

They also criticised the overall organisation of the job shadowing as some of them were not even assigned to a job shadowing, were assigned to it very late or were assigned to a ward that did not match their qualification. They also criticised some technical issues such as not having access to the computer system, not having keys for the physicians' room and not knowing where to change their clothes.

(Task: GROUP A - COORDINATOR)

✂-----

One participant was negatively affected in his self-confidence by the shadowing experience:

I had a lot of expectations from this project. It is in the University Medical Center and it is a big University Medical Center. You can learn a lot but then the reality was totally different. I was a little bit disappointed. I need to say that in English. A little bit of my confidence, was a little bit down. [...] Because the people there didn't know about the project. They have no idea what the project is and who the new people are.

(Task: GROUP B – HOST)

The teachers and facilitator agreed that all participants could improve their language skills and were better prepared for working in health care. Furthermore, they highlighted the role of the networks that were established between participants. However, the success of the programme was also connected to the personal situation of the participants:

Several of them who have other big problems. Seven people in one and a half room with corresponding issues in the background, with children. You can be happy when someone like that can concentrate on the course. If someone is threatened with deportation, it is also difficult. And of course all this is difficult to predict.

(Task: GROUP C - PARTICIPANT)

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A major critique point was that no person felt responsible for inducting them throughout their job shadowing:

The problem at the ward is, I don't have any work. No one helps me finding orientation. For example, I come every morning at six o'clock and I try to do something- but no one helps me. That is my problem. [I feel] Like a stranger at the ward. That is why I think the shadowing is boring.

They also pointed out that physicians did not have any time to talk to them and they had a distanced relationship towards team members:

They [team members] are under time pressure. [...] And especially the culture. I don't know how to behave best or how to get closer to them. [...] Never has someone said to me 'What do you want? What do you want to learn?' It is this distance every time.

(Task: GROUP D – MENTOR)

FURTHER READING AND SOURCES

European Centre for the Development of Vocational Training, working paper No 24: *Valuing diversity: guidance for labour market integration of migrants*. Available at https://www.cedefop.europa.eu/files/6124_en.pdf

Bačlija Knoch S., Dupouey V., Lafraya S.: Handbook on quality in learning mobility. Council of Europe and European Commission. Available at <https://pjp-eu.coe.int/documents/42128013/47261953/Handbook+LM/3a5c103c-0367-4eba-1aca-ee544826f557>

Eurocities: Labour market integration of refugees and asylum seekers, 2017. Available at https://nws.eurocities.eu/MediaShell/media/Labour_market_integration_of_refugees_and_asylum_seekers.pdf

LAOCRC. Job Shadowing Activity Guide. Available at <https://www.laocrc.org/wbl-toolkit-about-us/guest-speaker-guide-1/job-shadowing-guide>

Khan-Gökkaya S., Mösko M.: Process- and outcome evaluation of an orientation programme for refugee health professionals. Available at <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7482761/>

New Jersey School-to-Career partnership: Job Shadowing Handbook, 1994. Available at <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7482761/>

University of Alberta Career Centre: Job Shadowing Guide Book. Available at <https://www.ualberta.ca/career-centre/media-library/documents/publications/job-shadowing-guidebook.pdf>