

# **Evaluation of the *JA Job Shadow* Program**

**Submitted to:**



JA Worldwide  
One Education Way  
Colorado Springs, CO 80906

**Final Report**

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## Introduction and Methodology

The *JA Job Shadow* program gives students an opportunity to “shadow” a professional member of the workforce for an entire workday. The program is designed to help students explore and understand the relationship between the skills they learn in school and their application in the workplace.

In 2005, JA Worldwide contracted with the Evaluation and Training Institute (ETI) to conduct a formative evaluation of the *JA Job Shadow* program to assess the program’s implementation and impact on key stakeholders, including program administrators, teachers, JA volunteers, and students.

To evaluate the program, ETI developed a three-part design that included: 1) Multi-stakeholder surveys (JA Area Office staff, workplace coordinators and hosts, students, teachers, and school administrator surveys); 2) six site observations to selected *JA Job Shadow Day* events;<sup>1</sup> and 3) student focus groups.

## Findings

### Site Observations

- All the observed sites provided well-planned and organized activities for program participants. Program start and end times varied, however *JA Job Shadow Day* activities typically consisted of three or more of the following activities: **Orientation, Company Tour, Break-Out Sessions, Lunch, Presentations, Question and Answer Session, Wrap-up Session, and Evaluations.**
- Overall, workplace coordinators and hosts were prepared and organized; enthusiastic when interacting with students; easy to understand; and gave easy-to-follow directions.
- Workplace Hosts were more likely to articulate the connections between the workplace and school than students. **The three most popular workplace-school connections were: 1) the importance of good communication and listening skills; 2) the steps one must take in order to apply for a job, get a job, and to keep a job; and 3) the importance of networking.**

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<sup>1</sup> ETI and JA Worldwide evaluators observed six *JA Job Shadow Days* at the following locations: San Jose, California (SJ), Los Angeles, California (LA), Atlanta, Georgia (GA), Orange County, California (OC), Framingham, Massachusetts (MA), and Lexington, Kentucky, (KY). For each site visited, evaluators observed and recorded the *JA Job Shadow Day* activities, the workplace-school connections made and observed by program participants, and recorded workplace host and students’ behavior.

- Workplace coordinators and hosts encouraged students to ask questions about *JA Job Shadow Day* activities, and consistently answered students' questions thoroughly. However, **workplace coordinators rarely asked students about their work experience, skills, and/or career goals.**

#### Student Behavior

- Overall, **students were engaged in *JA Job Shadow Day* activities, were comfortable interacting with their workplace coordinator and/or hosts, and followed their instructions.** Conversely, students seldom prepared notes, a resume, interview questions, or other preparatory materials. If students did prepare a resume, they rarely presented or discussed it with their Workplace Host.
- **Students were more likely to observe workplace-school connections than to make them.** The four most popular workplace school connections observed by students were: the importance of good communication and listening skills; how teamwork will help them succeed in the workplace; the importance of knowing computer applications; and the steps one must take in order to apply for a job, and to keep a job.
- Students generally did not inquire about their Workplace Hosts' work experience or ask questions about the workplace site.

#### **JA Preparation Activities**

- JA Area Office Staff members serve as the primary contact with schools to prepare students for *JA Job Shadow Day* and believe their respective Workplace Coordinators worked well with the schools to coordinate *JA Job Shadow Day*.
- JA Area Office staff members act as the link among the school, JA Area Office, and the workplace site; communicate with school administrators and/or teachers about *JA Job Shadow Day*; and provide schools with information about the workplace site.
- Workplace Hosts spent an average of five hours preparing for *JA Job Shadow Day*. The majority of Workplace Hosts (58 percent) indicated that they felt "prepared" or "extremely prepared" after reviewing the "Workplace Host Guidelines."
- Ninety-three percent of Workplace Hosts indicated that their Workplace Coordinator arranged lunch for student participants in preparation for *JA Job Shadow Day*. Other preparation activities for *JA Job Shadow Day* were: recruiting Workplace Hosts (70 percent); matching hosts with students (61 percent); and reserving rooms for *JA Job Shadow Day* activities (54 percent).

- Students most frequently identified the following *JA Job Shadow Day* preparation activities: Introduction to *JA Job Shadow Day* (85 percent); Business etiquette (74 percent); and the *JA Job Shadow Expectations Sheet* (73 percent).
- The majority of student respondents (78 percent) indicated that they spent at least one class meeting preparing for *JA Job Shadow Day* and indicated that the length (78 percent) and the level of difficulty of the preparation activities (85 percent) were ‘just right’.
- **Seventy percent of students believed that discussions of proper business etiquette and constructing a resume prepared them either “well” or “extremely well” for *JA Job Shadow Day*.** Furthermore, student survey respondents reported that the Personal Skills Assessment exercise (67 percent) and the Introduction to *JA Job Shadow Day* (67 percent) were also good preparatory tools.
- Resume preparation was ranked the most useful preparation activity among middle school students, whereas, business etiquette and mock interviews were ranked the most useful preparation activity among high school students.
- Seventy-one percent of teachers reported that they did not attend an orientation at the workplace site. Most teachers (78 percent) indicated that they spent one to four class meetings preparing their students for *JA Job Shadow Day*; 17 percent reported that they spent no class time in preparation for the day’s events.
- Job Shadow Day activities most frequently utilized were: the Introduction to *JA Job Shadow Day* exercise (96 percent); discussions of proper business etiquette (82 percent), and discussions about career clusters (78 percent). Seventy-three percent and 62 percent of teachers identified the Personal Skills Assessment piece and the Job Shadow Expectations Sheet, respectively, as tools used in their preparation activities.
- Teachers thought discussions about proper business etiquette prepared students best for *JA Job Shadow Day*. Teachers also credited discussions about career clusters, the Personal Skills Assessment, and resume preparation as having suitably prepared their students for *JA Job Shadow Day*.
- The majority of teachers also considered the *How To Guide* to be a useful tool for preparing students for *JA Job Shadow Day* (58 percent); easy to implement (67 percent); and offered preparation activities that students enjoy (58 percent).

## **Overall Experience**

- The *JA Job Shadow* program is well liked and valued by students, teachers, employers, school administrators, and JA Worldwide staff. The program successfully links businesses to its communities, students to businesses, and opens students' eyes to the endless career opportunities that are within their reach.
- **Generally, JA Area Office staff, Workplace Hosts, teachers, and school administrators thought: students enjoyed the *JA Job Shadow* program; the program was a unique educational and worthwhile experience; and the program was an experience that linked the realities of work with the classroom.**
- The top three lessons Workplace Hosts believed their student shadow(s) learned during their *JA Job Shadow* experience were: the value of an education (86 percent); exposure to different careers (76 percent); and that work can be fun (72 percent).
- Conversely, Workplace Hosts reported that *JA Job Shadow Day* partially instilled the importance of hard work, new skills, and the importance of time management.
- Survey results indicate that Workplace Hosts thought that the *JA Job Shadow Day* experience was not sufficient in teaching student shadow(s) how to prepare a resume, how to run a business, and how to provide good customer service.
- Eighty-four percent of students indicated that they participated in *JA Job Shadow Day* as part of a class (43 percent) or as part of a school group (41 percent).
- The most typical *JA Job Shadow Day* activities were: company tour (86 percent); lunch (86 percent); learning how a company functions (81 percent); and observing an employee doing his/her job (80 percent). Students identified the company tour (29 percent) as their favorite *JA Job Shadow Day* activity.
- The least favorite *JA Job Shadow Day* activity for middle school students was the question and answer session (12 percent); for high school students, the least favorite activity was attending a meeting (18 percent).
- **100 percent of surveyed school administrators believe a career development program would benefit their school.** Chiefly by: bringing the real world to the classroom (100 percent); allowing for an enriched curriculum; improving students' attitudes (78 percent); and raising the reputation of their school in the community (72 percent).

- Overall, JA Area Office staff members believe the *JA Job Shadow* program is a good one. When asked to rate the quality of the program on a one to ten-point scale where one is poor and 10 is excellent, **staff members gave the program an average score of eight.**
- Workplace Hosts and students rated their overall satisfaction with the *JA Job Shadow* program on a scale of one to 10 where one equals “not at all satisfied” and 10 equals “extremely satisfied.” **Workplace Hosts and students alike gave an average rating of eight.** Both stakeholders indicated that they would recommend the *JA Job Shadow* program to a friend and/or colleague.
- Teachers rated their level of satisfaction on the same aforementioned scale. **Teachers gave a rating of nine.** What is more, **every teacher indicated that they would participate in the *JA Job Shadow* program in the future (100 percent) and would recommend the program to other teachers (100 percent).**
- Of the sixteen school administrators who were aware of the *JA Job Shadow* program, **all rated the quality of the program as either very good (50 percent) or excellent (50 percent).** The majority of surveyed school administrators (94 percent) indicated that they would be willing to participate in next year’s *JA Job Shadow* program.
- Generally, JA Area Office staff members, Workplace Hosts, students, teachers, and school administrators believe that *JA Job Shadow* encouraged students to contemplate their future career and educational goals. Teachers believed *JA Job Shadow Day*: made their students think about their career options (100 percent); made their students realize how important education is to getting a good job (100 percent); and increased their students’ understanding of how businesses operate (96 percent).

## **Recommendations**

### **JA Job Shadow Day should be reserved primarily for high school students and mature middle school students.**

ETI recommends that the *JA Job Shadow Day* be primarily reserved for high school students and mature middle school students. *Slightly alter the program for middle school students— shorten the “question and answer” sessions or omit all together.*

### **Provide more JA Job Shadow Days with smaller groups of students**

Teachers, workplace hosts, and student survey results indicate that the *JA Job Shadow* program would have more impact if students were able to “shadow” in small groups. *ETI recommends that JA reduce the size of student groups during JA Job Shadow Day “break-out sessions.”*

### **Align students’ interests with workplace sites**

Results from the teacher, student, and the workplace host surveys indicate that students want a more personalized *JA Job Shadow* experience. If possible, *ETI recommends that students’ career interests should be aligned with the industry of workplace sites.*

### **Provide more hands-on activities**

Student focus group and survey results indicate that students want more action during their *JA Job Shadow Day* experience. *ETI recommends that the JA Job Shadow Day incorporate more “hands-on” activities and shorten its orientation, presentations, question and answer, and wrap-up sessions to provide time for more interactive activities.*

### **Provide sufficient time to allow maximum exposure at the workplace site**

Workplace hosts, student, and teacher survey results indicate that the time spent during *JA Job Shadow Day* was “just right,” however, several stakeholders requested more time for students to gain more exposure to company operations. *ETI recommends that JA Job Shadow Days should be between three to six hours and allow students to adequately explore major day-to-day operations. However, the day’s activities should not feel rushed.*

### **Improve the communication and interactions among JA Area Offices, Workplace Coordinators, and teachers.**

Teachers, Workplace Host/Coordinators, and JA Area Office staff complained about the level of communication among the groups. *ETI recommends providing guidelines on the proper way to communicate among stakeholders, as well as encouraging JA Area Office staff to keep abreast on all aspects of program logistics.*

### **Improve Student Transportation to and From Workplace Site**

Results from the student, teacher, workplace host/coordinator, and JA Area Office staff surveys indicate that organizing student transportation was often a formidable task. *ETI recommends that JA Area Office staff, Workplace Coordinators, and teachers organize transportation well in advance, so as to prevent unforeseen transportation difficulties.*

**Expand the program**

Student, school administrator, and teacher survey results indicate that all sought program expansion. *ETI recommends that JA Worldwide expand the program to include more students within program schools, then within JA regions.*

**Recommendations for improvement of the *How To Guide*:**

**Condense and Streamline the *How To Guide***

JA Area Office staff members and teachers alike criticized the length of the guide. *ETI recommends that JA streamline the *How To Guide* by updating the materials, rewording sections, and separating out sections—essentially creating a guide for each stakeholder (i.e., Workplace Coordinator, teacher, students, etc.)*

**Update the appearance of the *How To Guide***

JA Area Office staff members criticized the appearance of the *How To Guide*, stating that its presentation was not “very graphic.” *ETI recommends that JA modernize the appearance of the *How To Guide* to make it more attractive and more user-friendly for employers, teachers, students, and JA Area Office staff.*

## **I. Introduction**

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JA Worldwide (JA) is the largest not-for-profit economic education organization in the world. JA seeks “to ensure that every child has a fundamental understanding of the free enterprise system.” As a means of reaching this goal, the *JA Job Shadow* program gives students an opportunity to “shadow” a professional member of the workforce for an entire workday. The program is designed to help students explore and understand the relationship between the work readiness skills they learn in school and their application to the workplace.

In 2005, JA Worldwide contracted with the Evaluation and Training Institute (ETI) to conduct a formative evaluation of the *JA Job Shadow* program as a means to assess the program’s implementation and impact on key stakeholders, including program administrators, teachers, JA volunteers and students.

## **II. Methodology**

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ETI sought to gather formative data from multiple key stakeholders: students, teachers, school administrators, JA volunteers (e.g., workplace hosts and coordinators), and JA Area Office personnel as a means to assess their perceptions of the *JA Job Shadow* program. The research design and methods are discussed in this section.

### **Evaluation Objectives**

This evaluation of the *JA Job Shadow* program was driven by the following formative objectives:

- Evaluate the successes and challenges of program implementation
- Document the success and challenges of program delivery
- Obtain feedback on curriculum content
- Assess students’ reactions to and satisfaction with program curriculum and delivery.

To meet these objectives, ETI developed a three-part design that included: 1) Multi-stakeholder surveys (includes JA Area Office staff, workplace coordinators and hosts, students, teachers, and school administrators surveys); 2) six site observations to selected *JA Job Shadow* events; and 3) student focus groups.

## Stakeholder Surveys

### JA Area Office Staff Survey and Workplace Host Survey

ETI designed two Zoomerang online surveys, a JA Area Office survey and a Workplace Host/Coordinator survey. The link to each survey was sent via email to each survey respondent. Each survey was created to capture the following information:

- General demographic information
- Perceptions of the preparatory activities for *JA Job Shadow Day* events
- Perceptions of the *How To Guide* (JA Area Office survey only)
- Perceptions of the *JA Job Shadow* activities
- Perceptions of the post *JA Job Shadow* activities (Workplace Host survey only)
- Perceptions of the stakeholder's overall experience in the *JA Job Shadow* program
- Recommendations for program improvement

ETI requested the assistance of workplace coordinators to disseminate the online workplace host surveys, as they had greater access to the names and email addresses of their respective company's *JA Job Shadow* volunteers. ETI received feedback from 50 workplace hosts from 40 companies. A full copy of both the JA Area Office staff survey and Workplace Host survey can be found in the **Appendix** in the paper and pencil format.

### Student Survey

ETI designed a paper and pencil survey given to students after their respective *JA Job Shadow Day* events. The survey sought to collect information on students':

- General demographic information
- Perceptions of the preparatory activities for *JA Job Shadow Day*
- Perceptions of the *JA Job Shadow Day* activities
- Perceptions of the post *JA Job Shadow* activities (Workplace Host survey only)
- Perceptions of the impact of the *JA Job Shadow* program
- Overall experience in the *JA Job Shadow* program
- Recommendations for program improvement

ETI collected a total of 527 student surveys from 24 schools. A list of the schools who participated in this portion of the evaluation and a full copy of the student survey can be found in the **Appendix**.

### Teacher Survey

ETI designed a paper and pencil survey given to teachers after their participation in a 2005 *JA Job Shadow Day* event. The survey gathered information on teachers':

- General demographic information
- Perceptions of the preparation activities for *JA Job Shadow Day*
- Perceptions of the *How To Guide*
- Perceptions of the *JA Job Shadow Day* activities
- Perceptions of the post *JA Job Shadow Day* activities
- Perceptions of impact of the *JA Job Shadow* program
- Overall experience in the *JA Job Shadow* program
- Recommendations for program improvement

ETI collected a total of 23 teacher surveys from 23 schools. A complete list of school representation and a full copy of the teacher survey can be found in the **Appendix**.

### School Administrator Survey

ETI designed a paper and pencil survey given to school administrators. Slightly different from the aforementioned surveys, the school administrator survey sought to collect information on School Administrators':

- General demographic information
- Perceptions about their school's work/career development programs
- Perceptions about the benefits of career development programs
- Awareness of the *JA Job Shadow* program
- Recommendations for program improvement

ETI collected a total of 18 school administrator surveys from 18 schools. A complete list of schools and a full copy the school administrator survey (in paper and pencil format) can be found in the **Appendix**.

## Student Focus Groups

To complement the student questionnaires and to gain greater insight about the *JA Job Shadow* program from the students' perspective, ETI and JA Worldwide evaluators conducted eight student focus groups from the following seven locations: San Jose, California (SJ); Los Angeles, California (LA); Atlanta, Georgia (GA); Albuquerque, New Mexico (NM); Evansville, Indiana (IN); Lexington, Kentucky, (KY); and two from Framingham, Massachusetts (MA).

Student focus groups were held between February and April of 2006, shortly (usually within a day) of the *JA Job Shadow Day* in question.

The general topics covered during each discussion were students':

- Expectations of the *JA Job Shadow* program
- Reactions to program activities
- Reactions to *JA Job Shadow Day* follow-up activities
- Reactions to the workplace site and workplace hosts
- Perception of the successes and challenges of the program
- Overall reactions and recommendations for the program

A full copy of the Moderator's Guide for student focus groups can be found in the **Appendix**.

## Site Observations

JA Worldwide Headquarters selected a representative sample of six *JA Job Shadow* programs in five states. These selected sites ranged in location, size, and community type (e.g., rural, urban, suburban, etc.). ETI and JA Worldwide evaluators visited these six sites between February 2 and March 30, 2006.

For each site visited, evaluators observed and documented the *JA Job Shadow* activities and the workplace-school connections made and observed by the workplace host and students. Additionally, the workplace coordinator/host(s) and student behaviors were also measured and recorded.

### **III. Findings**

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#### **Site Observations**

ETI evaluators visited four of the six *JA Job Shadow Days* at the following locations: San Jose, California (SJ), Los Angeles, California (LA), Atlanta, Georgia (GA), and Orange County, California (OC). JA Worldwide evaluators observed *JA Job Shadow Days* in Framingham, Massachusetts (MA), and Lexington, Kentucky, (KY).

#### **JA Job Shadow Day Activities**

The official *JA Job Shadow* curriculum is aptly called the *How To Guide*. The Guide offers suggestions for *JA Job Shadow Day* activities. Company sites and workplace hosts are not strictly bound by the contents of the *How To Guide*.

All the observed sites provided well-planned and organized activities for program participants. Although the start times and programs varied, *JA Job Shadow Day* activities typically consisted of three or more of the following activities:

1. **Orientation:** Workplace hosts introduce participating students to company, its industry, and reasons for their involvement in *JA Job Shadow Day*
2. **Tour:** Workplace hosts give a tour of the company, usually giving students access to company operations and functions not seen or accessed by the general public.
3. **Break Out Sessions:** For this activity, companies offer a more in-depth view of department operations (e.g., marketing, human resources, sales, etc.). Students are typically given the option to select which break out session they would like to attend.
4. **Lunch:** Lunch is usually served in the middle of program activities between 12:00 p.m. and 1:00 p.m.
5. **Presentations:** Workplace hosts often give a “mini lecture” to students about some aspect of their work, commonly using visual aids (e.g., projector, powerpoint, or video).
6. **Question and Answer Session:** This activity affords students the opportunity to ask questions of workplace hosts about their career or educational experiences. Workplace hosts may also take the opportunity to ask students about their career and/or educational goals.
7. **Wrap-up Session:** This activity is designed to demonstrate how the workplace and school are connected. Workplace hosts and/or teachers reiterate key connections

*between education and the world of work, as well as offer affirmative messages to students. This activity may involve worksheets or group work.*

8. **Evaluations:** *Students and teachers are generally thanked for their participation in the JA Job Shadow program and are invited to offer feedback for the day's activities and by completing a brief evaluation. JA Worldwide offers standard evaluation forms, however companies may opt to include their own evaluation forms.*

A brief profile of the companies visited during each site observation is available in the **Appendix**. Each profile includes a description of the company, their primary industry, and an overview of the *JA Job Shadow Day* activities.

Workplace-School Connections

Observations of six *JA Job Shadow Days* revealed that **workplace hosts were more likely to articulate the connections between the workplace and school than students**. The three most popular workplace-school connections were: the importance of good communication and listening skills; the steps one must take in order to apply for a job, get a job, and to keep a job; and the importance of networking.

Evaluators also noted that **students were more likely to observe workplace-school connections than to make them**. The four most popular workplace school connections observed by students were: the importance of good communication and listening skills; how teamwork will help them succeed in the workplace; the importance of knowing computer applications; and the steps one must take in order to apply for a job, and to keep a job. **When students did make workplace-school connections, they mostly referenced “the importance of knowing computer applications” followed by “the importance of being comfortable speaking in front of people.”** **Figure 1** on the following page shows specific workplace-school connections. The corresponding number to each workplace-school connection is the actual number of sites ( $n = 6$ ) that evaluators believed successfully and explicably made the connection between work and school.

**Figure 1: JA Job Shadow Day Workplace-School Connections  
(n = 6 sites)**

Workplace-School Connections	Made by Host	Observed by Student(s)	Made by Student(s)
The importance of good communication/listening skills.	5	5	
The steps one must take in order to apply for a job, get a job, and to keep a job.	4	4	
The importance of customer and client relations (sales, etc.)	4	2	
How teamwork will help them succeed in the workplace.	3	4	
The importance of time management skills.	3	2	
How learning English grammar will help them communicate with business professionals	3	2	
The importance of knowing computer applications (e.g., Excel, MS Word, Access, etc.) in the workplace.	3	4	2
The importance of business etiquette (proper, work attire, thank you letters, e-mail, messages, sexual harassment, etc.)	3		
The importance of networking (establishing relationships outside and inside the workplace, mentorship, etc.)	3		
The importance of being comfortable speaking in front of people (presentation skills).	2	3	1
Gained a deeper respect for those who are active members in the workforce.	2		

Workplace Coordinator and Host Behavior

Overall, during their respective *JA Job Shadow Days*, workplace coordinators and hosts were prepared and organized; enthusiastic when interacting with students; easy to understand; and gave easy-to-follow directions.

Workplace coordinators and hosts also encouraged students to ask questions about *JA Job Shadow Day* activities, and consistently answered students' questions thoroughly. However, **workplace coordinators rarely asked students about their work experience, skills, and/or career goals.** See **Figure 2** below.

**Figure 2: Workplace/Host Behavior<sup>1</sup> during JA Job Shadow Day**

Workplace Coordinator/Host Behavior Measures	Mean Rankings by City/State						
	SJ	LA	GA	OC	MA	KY	Total
The workplace coordinator/host is prepared and organized.	10	9	10	10	9	8	9
The workplace coordinator/host is enthusiastic when interacting with the student(s).	9	10	10	10	8	8	9
The workplace coordinator/host is easy to understand and follow.	9	9	10	10	8	8	9
The directions given by the workplace coordinator/host are clear and easy to follow.	n/a	n/a	n/a	10	8	8	9
The workplace coordinator/host encourages questions and discussion about activities.	9	8	9	10	9	1	8
The workplace coordinator/host clearly and thoroughly answers the student(s) questions.	9	8	10	10	9	1	8
The workplace coordinator/host engages the student(s) in work-related activities.	n/a	n/a	6	10	5	8	7
The workplace coordinator/host encourages the student(s) to ask him/her questions about his/her work experience, job skills, etc.	10	9	8	9	5	1	7
The workplace coordinator/host asks the student(s) about his/her (their) work experience, skills, career goals.	7	n/a	8	10	1	1	5

<sup>1</sup> Site observers were asked to rate the extent to which Workplace Coordinator/Host behaviors were observed on the scale of one to ten where one is defined as “not at all” and 10 is “extremely”

ETI and JA Worldwide evaluators routinely recorded examples of exemplary Workplace Host/Coordinator behavior. The following are a sample of notations made by evaluators for the top four behaviors:

1. The workplace coordinator/host is prepared and organized.

*“Work hosts were very prepared and the HR Director posed questions well, includes all panelists and adds suitable commentary when needed.”*

*“All presenters were well prepared. Overall, presentation provided good overview of ABC Affiliate Relations.”*

*“Excellent coordination and organization of event, activities flowed seamlessly”*

2. The workplace coordinator/host is enthusiastic when interacting with the student(s).

*“The host had a good sense of humor and was able to draw the kids out of their shells.”*

*“The Workplace hosts seem interested; clearly is into the software program he is demonstrating, seems like they are having fun”*

*“The host had a passion for her job, and communicated this to the students”*

3. The workplace coordinator/host is easy to understand and follow.

*“The host is a very good communicator”*

*“The Workplace Host is clear, nice, and authoritative”*

*“[The host] presented some complex thoughts and ideas, but adjusted language and presentation to a 6<sup>th</sup> grade level.”*

4. The directions given by the workplace coordinator/host are clear and easy to follow.

*“Gave clear explanations of behavior, when to be quiet, when to move along, when not to touch anything.”*

*“[The Workplace Host] spoke to the students on their level.”*

Student Behavior

Overall, **students were engaged in JA Job Shadow Day activities, were comfortable interacting with their workplace coordinator and/or hosts, and followed their instructions.** Conversely, students seldom prepared notes, a resume, interview questions, or other preparatory materials. If students prepared a resume, they rarely presented or discussed it with their workplace host. One student stated: “we spent about two or three class periods making our resumes and getting them all perfect...when we got [to Staples], most people didn’t use them. I never had to take mine out of my backpack.” What is more, **students generally did not inquire about their workplace hosts’ work experience or ask questions about the host company.** Refer to **Figure 3** on the following page.

**Figure 3: Student Behavior<sup>2</sup> during JA Job Shadow Day**

Student Behavior Measures	Mean Rankings by City/State						
	SJ	LA	GA	OC	MA	KY	Total
Overall, the student(s) is engaged in the activity.	9	9	9	10	7	8	9
The student(s) respects the workplace coordinator/host and follows his or her instructions.	9	10	10	10	9	8	9
The student is comfortable with the workplace coordinator/host.	7	9	9	8	9	10	9
The student(s) is enthusiastic when interacting with the workplace coordinator/host.	7	8	9	8	7	4	7
The student(s) is engaged in the work-related activities introduced by the workplace coordinator/host.	n/a	n/a	n/a	9	6	5	7
The student(s) seems to grasp the new skills and ideas presented.	n/a	9	9	10	8	4	7
The student(s) asks the workplace coordinator/host questions about the activities/tasks under discussion.	3	7	8	8	7	1	6
The student(s) asks the workplace coordinator/host about his work experience and skills.	7	n/a	9	8	5	1	5
The student(s) is prepared (i.e. paper and pencil for notes, resume, interview questions, etc.)	6	n/a	10	n/a	5	1	4
The student(s) asks questions about the company.	n/a	4	5	7	7	1	4
The student(s) presents/discusses his/her resume with the workplace coordinator/host.	n/a	n/a	n/a	n/a	1	1	1

<sup>2</sup> Site observers were asked to rate the extent to student behaviors were observed on the scale of one to ten where one is defined as “not at all” and 10 is “extremely”

As with Workplace Coordinators and Hosts, ETI and JA Worldwide evaluators recorded examples of typical student behaviors throughout the observed *JA Job Shadow Day*. The following are evaluators' comments about the most frequently observed student behaviors:

1. Overall, the student(s) is engaged in the activity.

*"Students listened attentively. Some took pictures."*

*"Lots of oohs and aahs from students"*

*"[Students are] attentive and reactive to presenters' comments"*

2. The student(s) respects the workplace coordinator/host and follows his or her instructions.

*"Very respectful kids"*

*"Students are very respectful and well-behaved."*

3. The student is comfortable with the workplace coordinator/host.

*"Comfort level seems high, there's humor, people laugh."*

*"Students were very comfortable with host."*

*"Initially shy but warmed up by the end of the session."*

## JA Area Office Survey

Six JA Area Offices: San Jose, California (SJ); Los Angeles, California (LA); Atlanta, Georgia (GA); Albuquerque, New Mexico (NM); Evansville, Indiana (IN); Lexington, Kentucky, (KY); and Central Massachusetts (MA) were invited to complete a survey about their implementation experiences with the *JA Job Shadow* program. As of May 11, 2006, one representative from each office, with the exception of Indiana responded. Their opinions and comments are presented below.

### JA Job Shadow Day Preparation Activities

Four of the five survey respondents reported that JA Area Office Staff served as the primary contact with schools to prepare for *JA Job Shadow Day*. Only one JA Area Office staff member named the Workplace Coordinator as the primary contact.

**All survey respondents believed their respective Workplace Coordinators worked well with the schools to coordinate *JA Job Shadow Day*.**

JA Area Office staff survey results also indicate that JA personnel:

- Acted as the link between the school, JA Area Office, and the workplace site (n = 5)
- Communicated with administrators and/or teachers about *JA Job Shadow Day*<sup>3</sup> (n = 5)
- Provided schools with information about the workplace site (n = 5)

JA Area Office staff survey results also indicate that JA staff members and Workplace Coordinators often shared responsibilities mainly in logistical duties, such as coordinating students' transportation to and from the workplace site, providing schools with an agenda, matching hosts with students, coordinating students' lunch, and recruiting workplace hosts for *JA Job Shadow Day*.<sup>4</sup>

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<sup>3</sup> One JA Area Office staff member indicated that the Workplace Coordinator communicated with administrators and/or teachers as well.

<sup>4</sup> A table representing these tasks can be found in the **Appendix**

JA Area Office staff members identified transportation as their greatest challenge they faced during while coordinating and preparing for *JA Job Shadow Day*. Their comments are presented below:

*“Too many testing days, no funding for schools for transportation and substitute coverage. Also, workplaces seemed more busy this year, not too many had time to participate.”*

*“Transportation”*

*“Making sure teachers/school coordinators take the time to prepare students. Placement of small groups of students (1-20 kids) which is tied to transportation issues for the schools--funding, permission to drive other students, etc.”*

*“Last-minute changes (i.e., bus falls through, testing comes up) - mostly on the part of the school.”*

To rectify some of the aforementioned challenges, JA Area Office Staff gave the following recommendations:

*“If JA staff is the liaison for both the school and the workplace, I suggest having the teacher call and introduce themselves to the workplace host prior to job shadow day.”*

*“There should be a separate booklet to help prepare the Business Host, Teacher and JA Contact. I do not feel that having all of the information in one book is helpful to everyone. I understand the logic behind having one book, but I feel it would be better if nothing else to have a separate book to help prepare the business hosts.”*

*“Paid busing. Easier, shorten JA Job Shadow Day materials. Online activities, take home activities.”*

*“...One page checklist for teachers and workplace coordinators and reducing the size of the guides--way too much detail that most participants do not read.”*

*“Keep it at only one pre- and one post- activity. We can't do much more than that. Streamline materials to look more like a JA teacher/consultant guide.”*

### JA Job Shadow Day

A slight majority of JA Area Office staff members reported that JA staff attended the most *JA Job Shadow Days* (n = 3). All (n = 5) survey respondents reported attending at least one *JA Job Shadow Day* this year.

All (n = 5) JA Area Office survey respondents agreed or strongly agreed with the following statements:

- Our staff's overall impression of the workplaces visited were positive;
- Students were engaged in the day's activities; and
- Students seemed interested in what their hosts had to tell and show them

Four JA Area Office survey respondents agreed or strongly agreed that the workplaces visited were prepared for the student and accommodated students' interests well. JA Area Office staff elaborated on some of their thoughts about the *JA Job Shadow Days* they had attended:

*'Workplaces have a lot to offer. I usually end up sending a real quick thank you email out to my workplace coordinator to get quick feedback on their day. Most students don't get the opportunity to visit workplaces, so just being available to host a job shadow day is positive.'*

*"You can always tell when [students are interested] just by looking them in the face. But, when students engaged in conversation and Q&A is when you know they want to learn more."*

*"They were aware of the school and grade level the students were in. They planned an agenda for their day, had activities to do with the kids."*

*"Some sites actually had the students take a survey of what they would like to see when they attend their job shadow day. I thought that one was great, but most workplaces and schools don't have the time to go through all that."*

### How To Guide

Four of the five survey respondents indicated that they used the *How To Guide*. Of those four, most believe that the Guide provides a useful outline for *JA Job Shadow* activities for employers and teachers (n = 3); that teachers (n = 3) and Workplace Coordinators/Hosts (n = 3) find the preparation activities in the Guide easy to implement. Only two of the four respondents agreed that the Guide was easy for employers and teachers to understand; half of the survey respondents also agreed or strongly agreed that the Workplace Coordinators/Hosts found the Guide to be a useful preparatory tool for *JA Job Shadow Day*. One survey respondent felt teachers thought the Guide was useful to prepare for *JA Job Shadow Day*. Most survey respondents

(n = 3) neither agreed nor disagreed that students liked the Guide's preparation activities. One JA Area Office staff member made the following comment:

*"I feel that the How To Guide was not clear and easy to understand for employers and teachers. I feel that teachers and employers should have had their own booklet to follow. Putting all of the information in one booklet is an invitation for confusion."*

Additional comments were:

*"I agree it's a great tool for teachers and workplace hosts to use. But, most tweak it to meet their needs and wants."*

*"I feel that some of the information provided in the How to Guide can be updated."*

*"The teachers love it, especially since we provide a list of questions for the students to use on the day of the event."*

*"Teachers do not use the guide to its fullest due to time constraints but do seem to pull out parts they can easily manage."*

*"I have noticed most students find the activities to be boring and not engaging."*

*"Some of the students felt that some of the sections were not easy to follow."*

When JA Area Office members were asked how could JA make the *How To Guide* better, two suggested adding more materials, one staff member thought JA should make the Guide easier to understand, the majority (n = 3), however gave other suggestions:

1. Separate booklet especially for Business Hosts
2. Online activities, take home assignments, condense
3. Make the activities look more like a JA activity

What JA Area Office Staff members liked best about the *How To Guide* was that it "was something to give to my teachers and workplace coordinators," "its form templates," the suggested interview questions for students to ask volunteers, and the comprehensive nature of the text, as one staff member put it "[it] answers all questions."

Surveyed JA Area Office staff liked least about the *How To Guide* was its presentation. "not very graphic" remarked one staff member. Another disliked the "way some of the sections were worded." Yet another, complained about its length, "[The Guide] can be daunting initially to the workplace coordinator."

Overall Experience

**All (n = 5) surveyed JA Area Office Staff either “agree” or “strongly agree” that:**

- **Students enjoyed the JA Job Shadow program**
- **Students were interested in and engaged by the program’s topics**
- **Teachers liked the program activities**
- **Teachers found the program worthwhile**
- **Teachers recognized the program’s benefits to students; and**
- **The Workplace Coordinators and hosts were very accommodating.**

Survey respondents were less certain of school principals’ reactions to the *JA Job Shadow* program. However, most (n = 4) agreed that school principals liked the program and recognized the program’s benefits to students (n = 4).

JA Area Office staff members were asked to identify aspects of the *JA Job Shadow* program that they liked best. Most simply liked how the program allows students to experience the world of work and opens their eyes to new opportunities:

*“I love the fact that it brings students back to reality. Most students have this image of becoming a millionaire by doing nothing. Work is hard work, and I like that job “shadowing” allows [students] to see other people living life.”*

*“Being able to provide the program and giving students the opportunity to participate. The program provides an opportunity for business leaders to become involved in the community.”*

*“It turns on a light bulb for many students! Some have never been in a formal business setting and it encourages them to engage with business professionals, think about their futures, and understand that there are unlimited options in life for them.”*

*“Opportunity for kids to explore careers and see the work-world from the ‘inside out.’”*

*“Seeing the real world of work”*

The only criticisms JA Area Office staff members had of the program is the tediousness of its coordination, and finite funding:

*“[It is extremely time consuming to coordinate--lots of staff hours for few students.”*

*“There is nothing I don't like about the program. I just wish we had more money to implement the program.”*

Overall, JA Area Office staff members who took part in this evaluation believe the *JA Job Shadow* program is a good one. **When asked to rate the quality of the program on a one to ten-point scale, where one is poor and ten is excellent, staff members gave the program an average score of eight.**

#### Recommendations

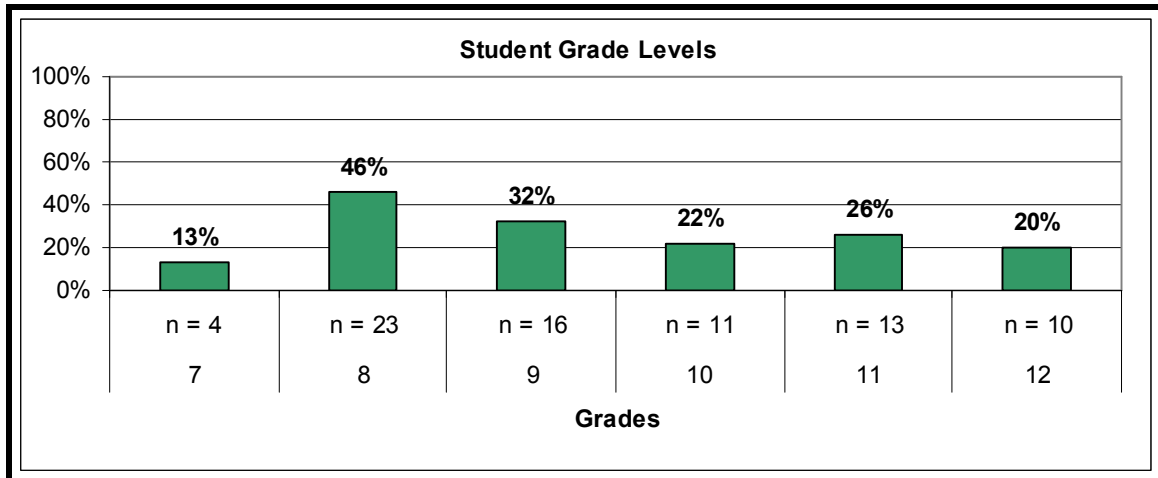
JA Area Office staff members also offered a few pragmatic recommendations to improve the *JA Job Shadow* program:

1. “You need to get quick feedback from teachers, employers, and students to make your next job shadow day a better one;”
2. “Streamline curriculum guides; create additional collateral describing impact of the program and the benefits of participation;” and,
3. “Keep it simple”

**Workplace Host Survey**

- As shown in **Figure 4**, the majority of students who shadowed Workplace Hosts were in the 8<sup>th</sup> grade.\*

**Figure 4**



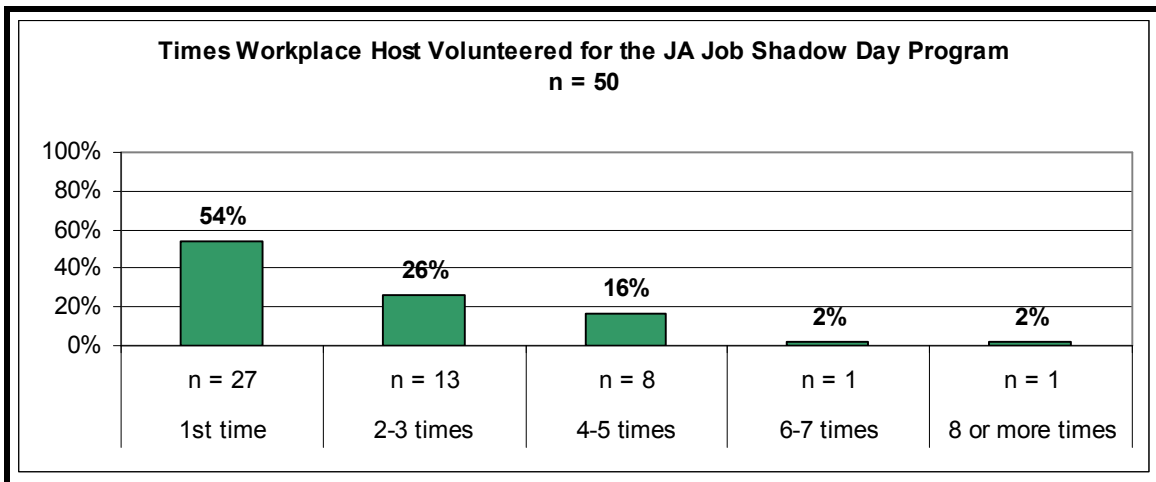
\* It should be noted that most respondents to the Workplace Host/Coordinator survey were from the Kentucky region. Kentucky's JA Job Shadow Day program is comprised mostly of Middle School Students.

Background Information

- **For most Workplace Hosts, 2005 marked the first year they participated in the JA Job Shadow program.**

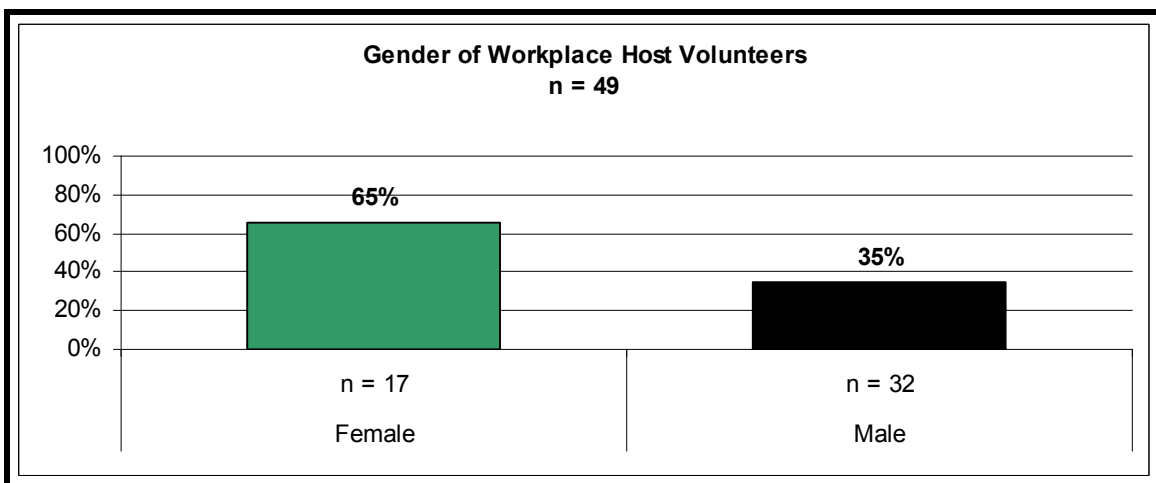
Most survey respondents (54 percent) indicated that the 2005 JA Job Shadow Day was their first time participating in the program. However, 46 percent of survey respondents indicated that they volunteered for a JA Job Shadow Day at least twice before. See **Figure 5** below.

**Figure 5**

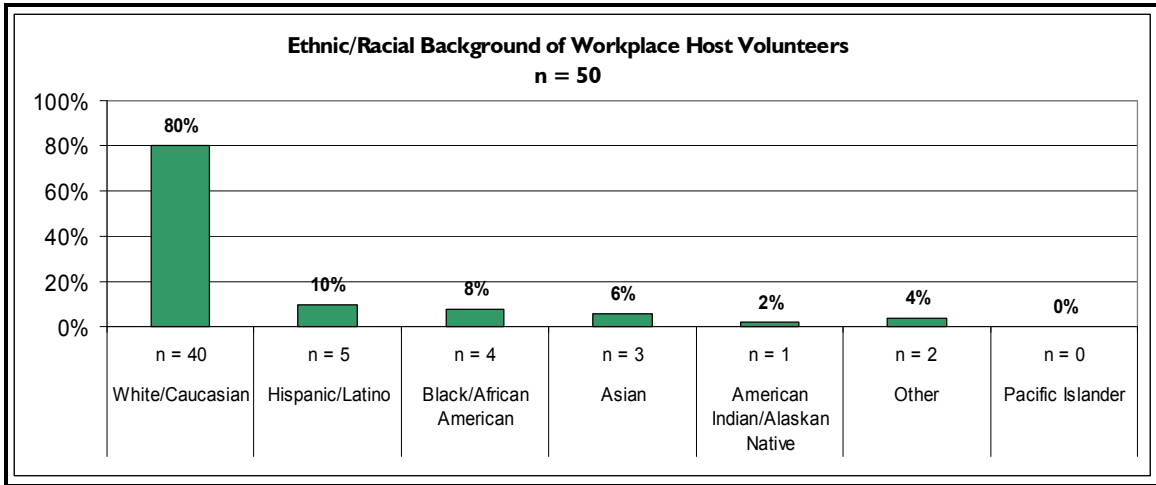


The majority (65 percent) of survey respondents were women and of Caucasian or Latino ancestry. See **Figure 6** below and **Figure 7** on the following page.

**Figure 6**



**Figure 7**



JA Job Shadow Preparation Activities

- **Workplace Hosts spent an average of five hours preparing for JA Job Shadow Day.**
- **Sixty-four percent of survey respondents indicated that “putting themselves in the students’ shoes” was an effective tool in preparation for JA Job Shadow Day.**
- **The majority of Workplace Hosts (58 percent) also indicated that they felt “prepared” or “extremely prepared” after reviewing the “Workplace Host Guidelines.”**
- **Workplace Hosts also indicated that strategy sessions (30 percent) also prepared them for their upcoming JA Job Shadow Day. See Figure 8.**

The majority of respondents (73 percent) reported that they did not participate in role-play exercises in the preparation for JA Job Shadow Day.

**Figure 8: Helpful JA Job Shadow Day Preparation Activities  
(n = 50)**

JA Job Shadow Day Preparation Activities	1 Not Well Prepared at all	2	3 Somewhat Prepared	4	5 Extremely Well Prepared	Did not Participate
Put yourself in the student’s shoes	2%	0%	18%	42%	22%	16%
Review the “Workplace Host Guidelines”	2%	2%	24%	36%	22%	14%
Discuss and strategize how best to work with students.	2%	4%	23%	17%	23%	31%
Brainstorm activities to align with program goals.	4%	4%	20%	18%	14%	39%
Review “Suggestions for Demonstrating Workplace Skills” and select one activity for the student shadow to perform.	2%	2%	15%	21%	10%	50%
Meet and greet other workplace hosts	2%	4%	13%	15%	15%	51%
Partner with another workplace and role play	2%	4%	8%	0%	13%	73%

- **Ninety-three percent of survey respondents indicated that their Workplace Coordinator arranged lunch for student participants in preparation for JA Job Shadow Day.**

Other preparation activities for JA Job Shadow Day were: recruiting Workplace Hosts (70 percent); matching hosts with students (61 percent); and reserving rooms for JA Job Shadow Day activities (54 percent). See **Figure 9** below.

**Figure 9: Workplace Coordinator JA Job Shadow Day Preparation Activities**

<b>JA Job Shadow Day Preparation Activity</b>	<b>Number of Responses n = 46</b>	<b>Response Ratio</b>
Arrange lunch for students	n = 43	93%
Recruit Workplace Hosts	n = 32	70%
Match hosts with students	n = 28	61%
Reserve rooms for orientation and activities	n = 25	54%
Notify Workplace Hosts of the students' names	n = 25	54%
Help prepare orientation and secure speakers	n = 23	50%
Arrange internal publicity of Job Shadow Day	n = 21	46%
Help arrange student transportation	n = 19	41%
Conduct Job Shadow Day	n = 19	41%
Prepare a lunch activity for students	n = 17	37%

**Most Workplace Hosts understood the objectives of JA Job Shadow Day (96 percent); were prepared to answer all students’ work-related questions (86 percent); felt prepared to perform workplace host duties (80 percent), and were able to prepare for the event with relative ease (80 percent). See Figure 10.**

Additionally, 76 percent of survey respondents also thought the time allotted for preparing for *Job Shadow Day* was “just right.”

**Figure 10: Workplace Host Volunteers Reactions to JA Job Shadow Day Preparation Activities (n = 50)**

Statements	1 Strongly Disagree	2 Disagree	3 Neither Agree or Disagree	4 Agree	5 Strongly Agree	Not Applicable
I understood the objectives of Job Shadow Day.	0%	2%	2%	64%	32%	0%
I was prepared to answer all the students’ work-related questions.	0%	2%	6%	38%	48%	6%
It was easy to prepare for Job Shadow Day.	4%	4%	10%	58%	22%	2%
I felt prepared to perform my duties as a workplace host.	0%	4%	12%	48%	32%	4%
The time I spent preparing was just right.	4%	0%	16%	48%	28%	4%
I developed a detailed agenda of the Job Shadow Day activities.	8%	4%	22%	32%	26%	8%

JA Job Shadow Day

The top four activities performed by Workplace Coordinators during *JA Job Shadow Day* were: greeting students (87 percent); providing on-going assistance (82 percent); conducting an orientation session (78 percent); and conducting a question and answer session (76 percent).

As displayed in **Figure 11** below, most Workplace Hosts also reported that their Workplace Coordinators helped pair students with Workplace Hosts (64 percent) and conducted lunch time activities (67 percent).

**Figure 11: Workplace Coordinator JA Job Shadow Day Activities**

Workplace Coordinator JA Job Shadow Day Activity	Number of Responses n = 45	Response Ratio
Greet students at the designated entrance	n = 39	87%
Provide on-going assistance during the event	n = 37	82%
Conduct an orientation session	n = 35	78%
Conduct a question and answer session	n = 34	76%
Help pair students with their Workplace Hosts	n = 29	64%
Conduct lunch activities	n = 30	67%
Other	n = 6	13%

- Workplace Hosts spent an average of four hours with their student shadow(s).
- The top four activities Workplace Hosts performed during their respective *JA Job Shadow Days* were: discussing how their company functions (86 percent); leading a company tour (82 percent); and participating in a question and answer session (76 percent). See **Figure 12**.

Other popular activities included discussion of company organization (65 percent) and introduction of senior staff (63 percent).

Only 14 percent of respondents indicated that they completed the “More than Meets the Eye” exercise. The majority of respondents also indicated that they **did not** ask students to assist them with their work. See **Figure 12** on the following page.

**Figure 12: Workplace Host Volunteers JA Job Shadow Day Activities**

JA Job Shadow Day Activity	Number of Responses n = 50	Response Ratio
Discussed how the company functions	n = 42	86%
Took or led a company tour	n = 40	82%
Participated in a question and answer session	n = 37	76%
Ate lunch at the company	n = 34	69%
Discussed how the company is organized	n = 32	65%
Introduced the students to the company's senior staff	n = 31	63%
Have students observe me doing my work	n = 27	55%
Discussed office skills	n = 25	51%
Discussed office policies	n = 24	49%
Participated in the "Wrap Up" session	n = 20	41%
Have students interview me	n = 19	39%
Demonstrated how to operate office equipment	n = 19	39%
Attended a company orientation	n = 19	39%
Asked students to assist with work activities	n = 16	33%
Discussed the students' resumes	n = 16	33%
Attended/hosted a meeting	n = 16	33%
Discussed how to dress professionally	n = 12	24%
Saw a video about the company	n = 11	22%
Allowed the student(s) to communicate with customers/clients	n = 11	22%
Discussed presentation and/or meeting skills	n = 10	20%
Other	n = 8	16%
Completed "More than Meets the Eye" exercise	n = 7	14%

- **Survey respondents reported that a company tour (18 percent) left the biggest impressions on the student shadow(s).**

Interestingly enough, many of the top activities in which Workplace Hosts participated during *JA Job Shadow Day* did not affect student participants. For example, 76 percent of Workplace Hosts indicated that they participated in a question and answer session, yet only six percent (three individuals) thought the session made a lasting impression on students.

**Figure 13: Biggest Impression Left on Student Shadow(s) during Job Shadow Day**

JA Job Shadow Day Activity	Number of Responses n = 49	Response Ratio
Took or led a company tour	n = 9	18%
Other	n = 7	14%
Asked the student(s) to assist me with my work	n = 6	12%
Discussed how the company functions	n = 4	8%
Have student(s) observe me doing my work	n = 4	8%
Participated in a question and answer session	n = 3	6%
Ate lunch at the company	n = 3	6%
Saw a video about the company	n = 2	4%
Introduced the student(s) to senior staff members	n = 2	4%
Allowed the student(s) to communicate with customers/clients	n = 2	4%
Demonstrated how to operate office equipment	n = 2	4%
Discussed how to dress professionally	n = 2	4%
Have student(s) interview me	n = 1	2%
Attended/hosted a meeting	n = 1	2%
Discussed office policies	n = 1	2%
Attended a company orientation	n = 0	0%
Discussed how the company is organized	n = 0	0%
Discussed the student(s) resume	n = 0	0%
Discussed office skills	n = 0	0%
Discussed presentation and/or meeting skills	n = 0	0%
Completed "More than Meets the Eye" exercise	n = 0	0%
Participated in the "Wrap Up" session	n = 0	0%

Workplace Hosts were also asked why they felt the aforementioned activities made the biggest impression on their student shadow(s). Most stated that they were able to provide a glimpse of what they do on a day-to-day basis—exposing students to the realities of the workplace. Some of their responses were:

- *“They got to see what they may potentially do in the future.”*
- *“During the tour, the students were able to observe medical procedures being performed.”*
- *“It opened their eyes to how hard you have to work to be an employed actor, whether you are in film or theatre.”*
- *“I divided the students into two different groups to see a live ultrasound on a pregnant female. The students had never seen an ultrasound - and they were amazed to see the "beginning" of life right before their own eyes. The students also toured the hospital - and were able to view the Newborn Intensive Care Unit. This opened their eyes to see the physicians and nurses working together for the sake of premature and ill infants.”*
- *“It was more hands-on and interactive.”*
- *“They got hands-on experience on what was going on in the company.”*
- *“They were able to explore an aspect of some of our coworkers' daily work-lives,”*

**Figure 14: Second Biggest Impression Left on Student Shadow(s) during Job Shadow Day**

JA Job Shadow Day Activity	Number of Responses n = 45	Response Ratio
Took or led a company tour	n = 7	16%
Asked the student(s) to assist me with my work	n = 7	16%
Participated in a question and answer session	n = 5	11%
Introduced the student(s) to senior staff members	n = 4	9%
Have student(s) observe me doing my work	n = 3	7%
Ate lunch at the company	n = 3	7%
Have student(s) interview me	n = 2	4%
Discussed the student(s) resume	n = 2	4%
Allowed student(s) to communicate with customers/clients	n = 2	4%
Attended a company orientation	n = 2	4%
Participated in a question and answer session	n = 2	4%
Saw a video about the company	n = 1	2%
Discussed how the company is organized	n = 1	2%
Discussed how the company functions	n = 1	2%
Demonstrated how to operate office equipment	n = 1	2%
The "More than Meets the Eye" exercise	n = 1	2%
Other	n = 1	2%
Attended/hosted a meeting	n = 0	0%
Discussed offices policies	n = 0	0%
Discussed office skills	n = 0	0%
Discussed presentation and/or meeting skills	n = 0	0%
Discussed how to dress professionally	n = 0	0%

When Workplace Hosts were asked to specify what activities left the second biggest impression on students, most mentioned many of the same aforementioned activities. The company tour was the most cited activity, followed by, employee assistance with work, and the question and answer session. See **Figure 14** above.

Post JA Job Shadow Day Activities

- **Ninety-six percent of Workplace Hosts believe students liked the JA Job Shadow Program.**

Student focus group findings substantiate this finding:

- *“I thought it was interesting and very useful because [Job Shadow Day] is preparing me for something that I had no idea what I was going to need to know for that job. But I do now.”*
- *“I liked it. Personally, I learned a lot more about the job than I had before I went into it. It really taught me a lot.”*
- *“I liked it. I thought it was interesting. You got to interact with other people, and go through a day of working.”*
- *“At first I thought, since it was Goodwill Industries of Kentucky—I thought “Oh, this is going to be boring,” but when I got there, it was fun because we got to do all types of things...help people out, and we actually got to interact with the hosts that we were with. It was really nice.”*
- *“We got to see people in action. Doing something.”*
- *“[Job Shadow Day] is a good thing—a good experience for other people to get involved in and to do. It is really good that you are trying to help people and give them a little insight into what people actually do in the city.”*
- *“The part I liked was listening in on sales calls for the businesses. That’s cool, because I do sales now, so it was fun to listen to.”*

- The top three lessons Workplace Hosts believed their student shadow(s) learned during their *JA Job Shadow* experience were: the value of an education (86 percent); exposure to different careers (76 percent); and that work can be fun (72 percent). See Figure 15.
- Conversely, Workplace Hosts reported that *JA Job Shadow Day* partially instilled the importance of hard work, new skills, and the importance of time management.
- Survey results also indicate that Workplace Hosts thought that the *JA Job Shadow* experience was not sufficient in teaching student shadow(s) how to prepare a resume, how to run a business, and how to provide good customer service.

Hence, the *JA Job Shadow* program, from the Workplace Hosts' perspective, teaches students about the world of work in a very broad sense, yet falls short in teaching students on how to get a job, how to keep a job, and how to excel in the workplace.

**Figure 15: Lessons the JA Job Shadow Day Program Taught Student Shadows**

Lessons Learned	Number of Responses n = 50	Response Ratio
Value of an education	n = 43	86%
Exposure to different Careers	n = 38	76%
Work can be fun	n = 36	72%
Value of teamwork	n = 29	58%
The link between the classroom and the workplace	n = 29	58%
The importance of hard work	n = 23	46%
Learned new skills	n = 19	38%
How to succeed in the workplace	n = 13	26%
The importance of time-management skills	n = 12	24%
How to prepare a resume	n = 7	14%
How to run a business	n = 5	10%
Other: Customer service	n = 1	2%

Overall Experience

- **Ninety-eight percent of survey respondents either “agree” or “strongly agree” that the JA Job Shadow program is an educational and worthwhile experience.” See Figure 16.**

Respondents also agreed that the JA Job Shadow program offered students unique opportunities (96 percent). For example, during their tour of Disney/ABC studios, Belmont High School students were given rare access to company operations. In Framington, Massachusetts, students got a better sense of the duties involved in specific positions. As one student stated:

*“It was interesting seeing all the tasks. The person I was shadowing was working with another guy and they had a graph sheet, and it had all the things that they had to get done in one day. And it just kind of shocked me, how many things one person has to do in a day, and how fast they have to get it done.”*

Additionally, the majority of respondents (80 percent) agreed that the JA Job Shadow experience “successfully linked the realities of work with the classroom.” Workplace Hosts were less convinced that the JA Job Shadow program “made students feel excited about their futures;” 74 percent of respondents “agreed” or “strongly agreed” with this statement. See **Figure 16** below.

**Figure 16: Workplace Hosts Assessment of JA Job Shadow Day**  
(n = 50)

Statements	1 Strongly Disagree	2 Disagree	3 Neither Agree or Disagree	4 Agree	5 Strongly Agree
Job Shadow Day is an educational and worthwhile experience.	0%	0%	2%	52%	46%
Job Shadow Day is a unique opportunity for students.	0%	0%	4%	52%	44%
Job Shadow Day is an experience that linked the realities of work with the classroom.	0%	0%	20%	50%	30%
Job Shadow Day is an experience that made students feel excited about their futures.	2%	0%	24%	44%	30%

It appears that the *JA Job Shadow* program was also an enriching and rewarding experience for Workplace Hosts. Many reported that they liked the interaction with the students and liked helping them shape their career and educational goals. Some of their responses were:

- *“I liked the interaction with the students, allowing them to see what really goes on in a business,”*
- *“The enthusiasm of the students...they were very attentive and excited about being there”*
- *“A feeling of helping enrich and educate youth,”*
- *“I loved the opportunity to talk to the students about the importance that education has on their futures. I also pointed out the importance that volunteering in their community can help point them in the right direction of their lives. I used my experience with volunteering (while I was in high school) as an example of why I chose the healthcare industry.”*
- *“Opportunity for students to see a behind-the-scenes look at a big retailer,”*
- *“I went through some training/shadowing when I was in high school. It gave me an opportunity to participate in a similar program.”*

**The vast majority of Workplace Hosts liked their *JA Job Shadow* experience; however there were some aspects of the program they did not enjoy. Workplace Hosts chief complaints were: lack of time; lack of communication between the host site and the *JA Area Office*; lack of student interest; and the lack of maturity of some student shadows.**

Some of their comments were:

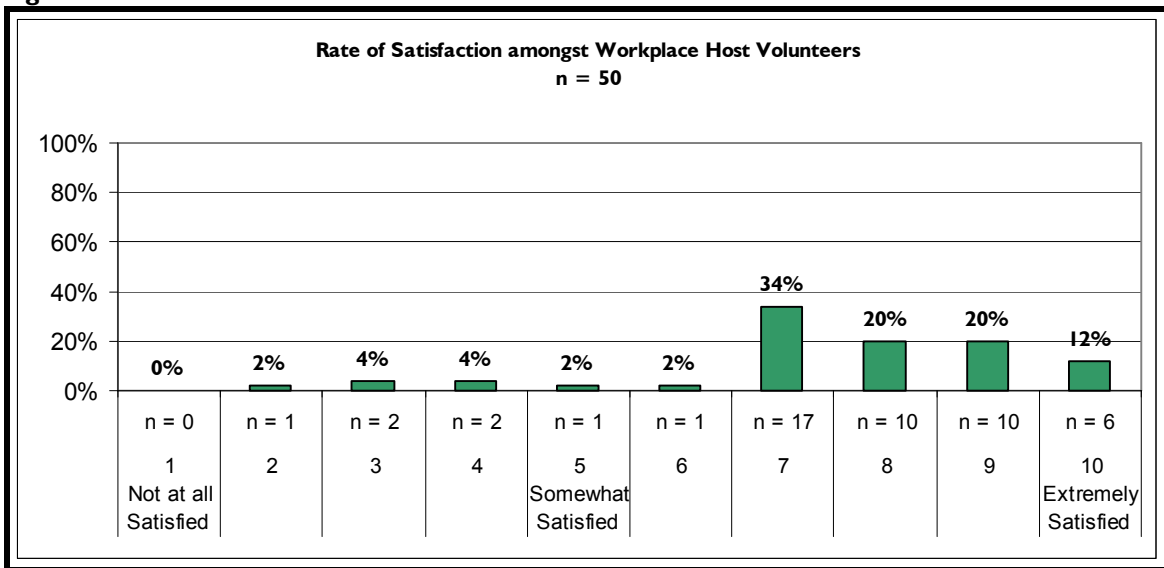
- *“Lack of advance planning; I did not know the times when students would arrive/leave until the day before. I also did not get a complete list of students until the day of. Also we had one issue with a student who was related to one of our employees and came with her aunt under the guise of participating in this program but did not come through the coordinated efforts of the school (the two teachers who were there did not know her) and did not dress appropriately.”*
- *“It was not well organized,”*
- *“The preparation; we volunteered for too many students. It's better with one on one.”*
- *“I would have liked to eventually have the students for a longer period. I had many ideas and activities in mind, but felt limited in time to accomplish everything.”*

- “The organization and communication was sparse from JA. Everything seemed last minute. The businesses did not know what was going on (how many kids they would get, which school); plus there was no follow through on the businesses partnering with the school before hand to get an idea of the students’ interest.”
- “Only one of the eight students I had was interested in working in my field,”
- “I think 8th grade is a little young to participate in JA Job Shadow. The students were awkward when asking questions and very shy,”

The majority (94 percent; n=49) of Workplace Hosts reported that they would participate in the *JA Job Shadow* program in the future. Ninety-four percent of survey respondents also stated that they would recommend the program to their fellow co-workers.

As a final question, Workplace Hosts were asked to rate their overall satisfaction with the *JA Job Shadow* program on a scale of 1 to 10 where 1 equals “not at all satisfied” and 10 equals “extremely satisfied.” The 50 respondents gave an average rating of eight.<sup>5</sup> See Figure 17 below.

Figure 17



<sup>5</sup> The mean score: 7.52, was rounded to the nearest whole number. The median score was eight, and the standard deviation was 1.87.

## Recommendations

Workplace Hosts were also given the opportunity to suggest recommendations for the improvement of the *JA Job Shadow* program. About half (46 percent, n= 50) of those surveyed responded to the inquiry. Although their responses varied, three general themes emerged:

### **1. Job Shadow Day should be reserved, primarily for High School Students**

Many Workplace Hosts indicated that their student shadow(s) were in the eighth grade. Although most agreed that their student shadows enjoyed their *JA Job Shadow Day*, some expressed that students at higher grade levels may have benefited more than middle school students, largely due to their higher maturity level:

- *“High school students would be ideal.”*
- *“I would suggest that the students be at least freshman level.”*

### **2. Improve the communication and interactions among JA Area Offices, Workplace Coordinators, and Teachers**

Some Workplace Hosts felt frustrated at the lack of communication between Workplace Coordinators, JA Area Offices, and school personnel. Some of their comments are presented below:

- *“Provide the information about the students sooner (I received mine at about 4:30 PM the day before).”*
- *“More prompt communication - complete follow through on commitments and try to minimize the 'last minute' (literally) communication (the day of the event i.e. 30 minutes before) - not helpful for the businesses involved.”*
- *“More interaction with the teachers and the company representatives. If the company knew what students they were getting and what they were interested in, the energy could be focused in a beneficial direction.”*
- *“I would prefer to work directly with the teacher. There are too many security issues that needed attention.”*

### **3. Allow more time for hands-on student activities**

Workplace Hosts requested more time to prepare for *JA Job Shadow Day*, and more time to follow through with event activities:

- *“Rather than one day, could [JA Job Shadow Day] be on multiple days over the course of the year?”*
- *“We could have used another hour to complete all our activities.”*
- *“Let us know in advance and give us time to prepare.”*

## Student Survey

The 2005 JA Job Shadow Student Survey findings are presented below. Student survey data were compiled from 13 high schools and 11 middle schools from seven JA Area Office regions: San Jose (SJ), Los Angeles (LA), Kentucky (KY), Central Massachusetts (MA), Indiana (IN), New Mexico (NM), and Georgia (GA).

Students were asked to complete the survey after their respective *JA Job Shadow Day* events. Five hundred and twenty-seven students completed the survey. Their demographic information, observances, and opinions are presented below.

### Background Information

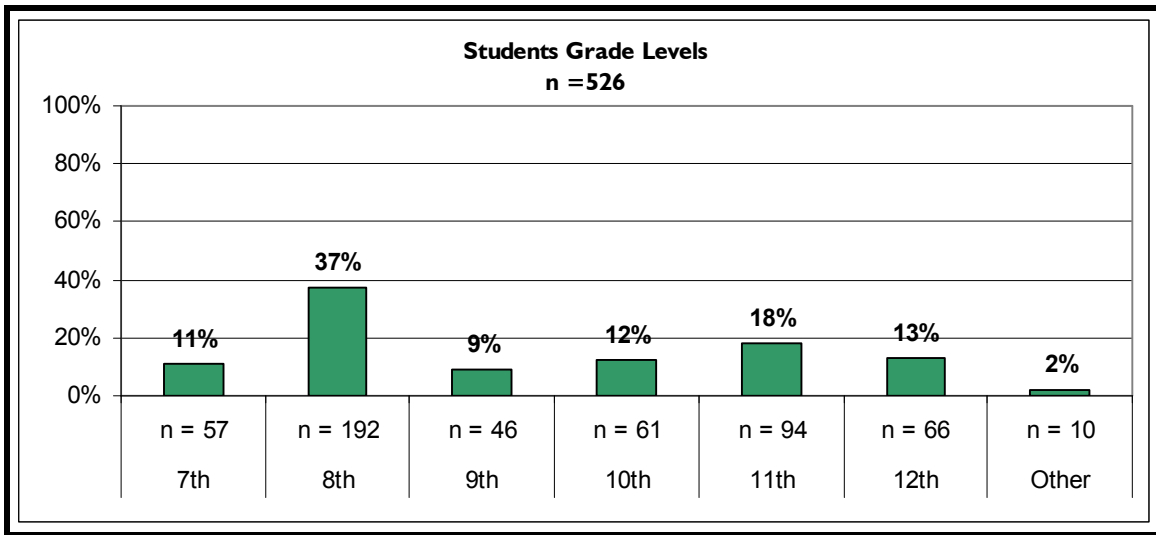
The majority of students were from Indiana (31 percent), followed by San Jose (29 percent), Massachusetts (15 percent), Los Angeles (seven percent), New Mexico (six percent), Kentucky (six percent), and Georgia (six percent) respectively. See **Figure 18** below.

**Figure 18: Percentage of Students by JA Region and School Level  
(n = 527)**

JA Area Office	Middle School Students n = 271	High School Students n = 256	Total
Indiana	59%	0%	31%
San Jose	30%	29%	29%
Massachusetts	0%	32%	15%
Los Angeles	0%	15%	7%
New Mexico	0%	13%	6%
Kentucky	11%	0%	6%
Georgia	0%	12%	6%

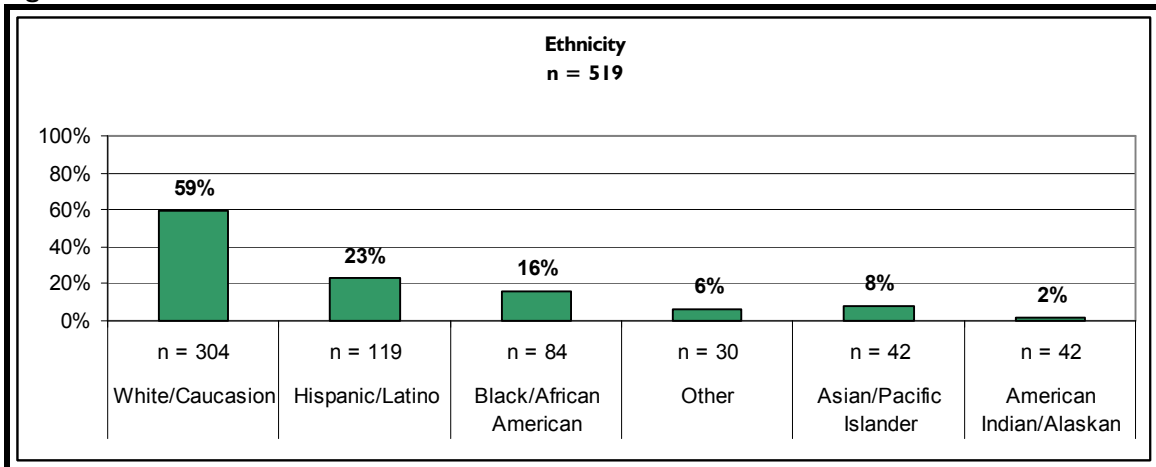
Student survey results also indicate that 51 percent of survey respondents were in middle school; the majority of survey respondents were in the eighth (37 percent), eleventh (18 percent), and twelfth (13 percent) grades. Refer to **Figure 19** on the following page.

Figure 19



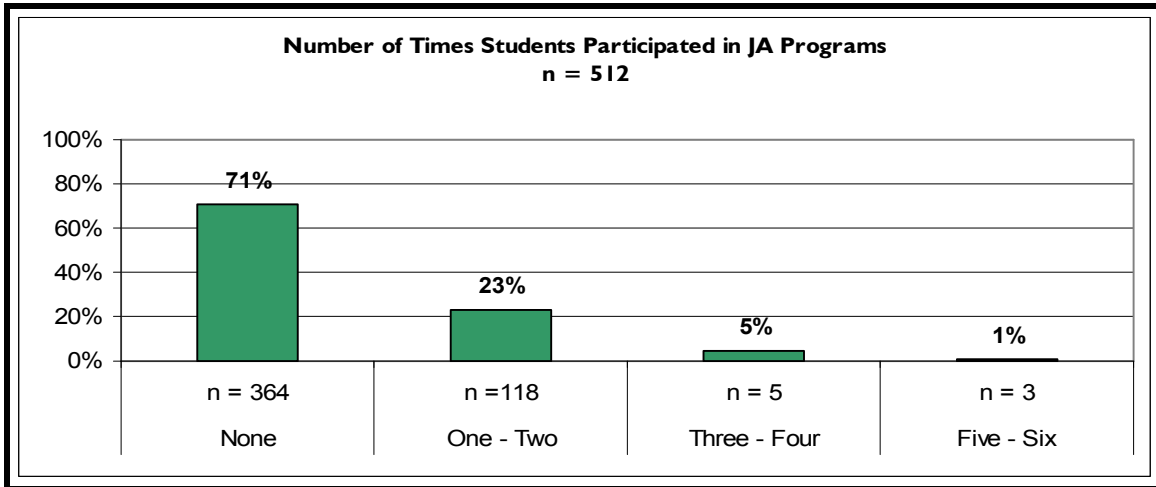
The mean age for all survey respondents was 15 years; the median age was 14. Fifty-three percent of survey respondents were female; 47 percent were male. The majority of survey respondents identified themselves as Caucasian (59 percent), followed by Latino (23 percent), and African-American (16 percent), respectively. See **Figure 20** below.

Figure 20



What is more, 71 percent of student respondents indicated that the 2005 JA Job Shadow Day was their first time participating in a JA Worldwide program. See **Figure 21** on the next page.

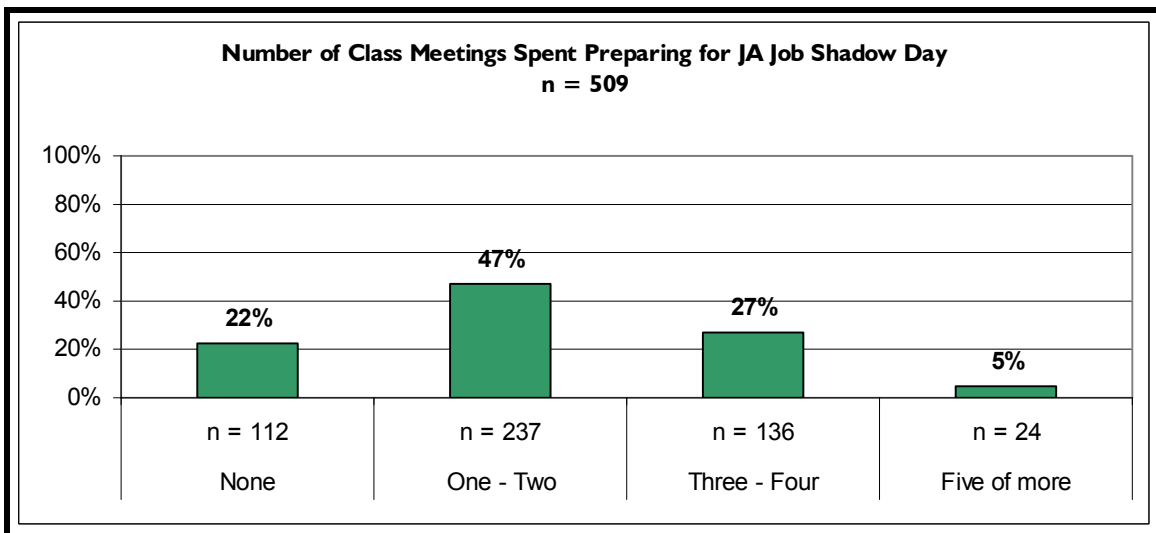
Figure 21



JA Job Shadow Day Preparation Activities

The majority of student respondents (79 percent) indicated that they spent at least one class meeting preparing for *JA Job Shadow Day* (see **Figure 22** below), and indicated that the length (76 percent, n = 509 students) and the level of difficulty of the preparation activities (85 percent, n = 507) were 'just right'.

Figure 22



Students were asked to specify preparatory activities they participated in for *JA Job Shadow Day*. **Overall, the four most identified activities for all students were: Introduction to JA Job Shadow Day (84 percent); Business etiquette (76 percent); the JA Job Shadow Expectations Sheet (73 percent); and the Personal Skills Assessment (70 percent).** See **Figure 23** on the following page.

**Figure 23: Students’ Participation in Preparatory JA Job Shadow Day Activities**

JA Job Shadow Activities	Yes	No	Total Number of Respondents
Introduction to JA Job Shadow Day	84%	16%	n = 500
Business Etiquette	76%	24%	n = 488
Job Shadow Expectations Sheet	73%	27%	n = 480
Personal Skills Assessment	70%	30%	n = 479
Resume Preparation	64%	36%	n = 481
Discussions about Career Clusters	62%	38%	n = 479
Role playing	50%	50%	n = 474
Other	49%	51%	n = 222
Mock Interviews	43%	57%	n = 468

However, when analyzed by school level, the three most typical preparatory activities for middle school students were: Introduction to *JA Job Shadow Day* (89 percent, n = 261); the Job Shadow Expectations Sheet (88 percent, n = 252); and the Personal Skills Assessment (81 percent, n = 251).

High school students indicated that their most typical preparation activities consisted of: Introduction to *JA Job Shadow Day* (79 percent, n = 239); Business etiquette (74 percent, n = 234); and Discussions of Career Clusters (63 percent, n = 229).

Thus, it appears that middle school students were more likely to complete the Personal Skills Assessment than high schools students. Conversely, high school students were more likely to discuss proper business etiquette and career clusters than middle school students.

What is more, student focus group results indicate that preparation activities for *JA Job Shadow Day* varied from classroom to classroom. For example, two students who participated in the same *JA Job Shadow Day* gave two very different responses to the question: “What did you do to prepare for the *JA Job Shadow Day*?” One high school student stated:

*“We did a bunch of resumes, and went over the merchandizing and information...we took notes...so that we would know a little bit about what [merchandizing] was.”*

A colleague followed with:

*“My class didn’t do anything. Their class prepared. We just went over what the different jobs were. That’s about it.”*

Other preparation activities students mentioned were preparing questions and dressing in business attire:

*“I thought of questions that would help me learn about what I would need.”*

*“Getting dressed up for business...I came to school in sweatpants and a t-shirt. I was hoping that they’d let me into Staples, and they said “No, go change.”*

Student focus groups also revealed that very few students recalled preparing a resume, completing the JA Job Shadow Day Expectations Sheet, or completing the Personal Skills Assessment. Nevertheless, student survey results indicated that the latter were worthwhile assignments. **Seventy percent of survey respondents believed that discussions of proper business etiquette and constructing a resume prepared them either “well” or “extremely well” for JA Job Shadow Day.** Furthermore, student survey respondents reported that the Personal Skills Assessment exercise (67 percent) and the Introduction to JA Job Shadow Day (67 percent) were also good preparatory tools. See **Figure 24** below.

Of the 87 individuals that marked “other” only two specified preparation activities. The two listed were discussions about lunch etiquette and an un-named Junior Achievement game.

**Figure 24: Effectiveness of JA Job Shadow Day Preparatory Activities**

JA Job Shadow Activities	1 Not Well Prepared at all	2	3 Somewhat prepared	4	5 Extremely Prepared	Total Number of Respondents
Business Etiquette	6%	5%	23%	28%	42%	n = 323
Resume Preparation	2%	3%	24%	29%	41%	n = 268
Personal Skills Assessment	3%	4%	27%	31%	36%	n = 290
Introduction to JA Job Shadow Day	2%	5%	26%	36%	31%	n = 374
Job Shadow Expectations sheet	2%	4%	28%	29%	37%	n = 302
Mock Interviews	3%	5%	27%	32%	33%	n = 177
Discussions about Career Clusters	2%	5%	32%	30%	32%	n = 257
Role playing	2%	9%	28%	30%	31%	n = 208
Other	6%	9%	29%	18%	38%	n = 87

Differences by school level were:

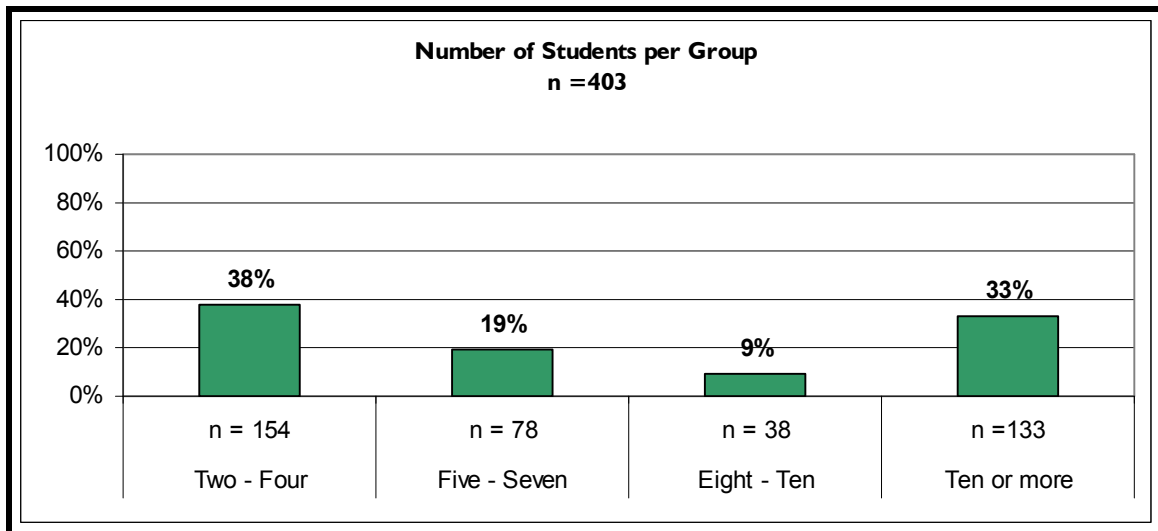
- Resume preparation was ranked the most useful preparation activity among middle school students. Seventy-three percent (n = 149) reported that the exercise prepared them either “well” or “extremely well.”
- Business etiquette and Mock interviews were ranked the most useful preparation activity among high school students. Seventy percent (n = 153 and 67 respectively) reported that the exercise prepared them either “well” or “extremely well.”

JA Job Shadow Day

Eighty-four percent of survey respondents (n = 510) indicated that they participated in *JA Job Shadow Day* as part of a class (43 percent) or as part of a school group (41 percent). Slightly more middle school students indicated that they participated in *JA Job Shadow Day* as an individual (16 percent, n = 264) than high school students (12 percent, n = 246).

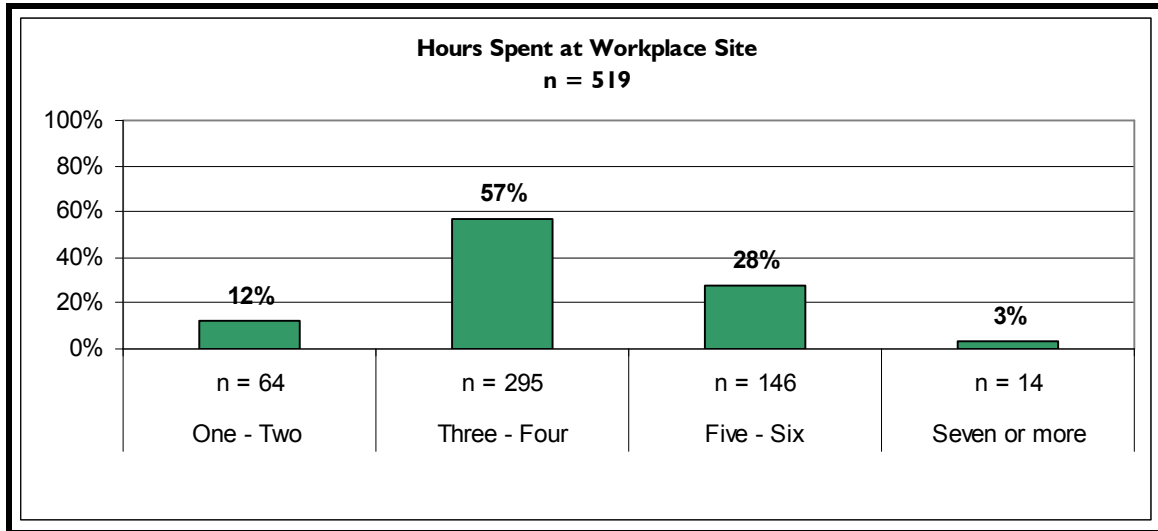
When it came to actually “shadowing” Workplace Hosts, 76 percent (n = 512) of survey respondents described themselves as having shadowed “as part of a group.” Of these respondents, most indicated that they shadowed either in small (38 percent, n = 403) or in fairly large groups (33 percent, n = 403) (see **Figure 25** below). Once again, middle school (31 percent, n = 265) students were more likely than high school students (17 percent, n = 247) to shadow Workplace Hosts alone.

**Figure 25**



**Eighty-five percent of survey respondents indicated that they spent between three to six hours at their assigned workplace site during JA Job Shadow Day** (see **Figure 26** below). What is more, the majority of survey respondents (n = 516) thought the time spent at their respective workplace sites was neither too short (21 percent) nor too long (10 percent) but ‘just right,” (69 percent).

**Figure 26**



According to student survey results, the most typical *JA Job Shadow Day* activities were: company tour (86 percent); lunch (86 percent); learning how a company functions (81 percent); and observing an employee doing his/her job (80 percent). See **Figure 27** below.

**Figure 27: JA Job Shadow Day Activities**

JA Job Shadow Day Activity	Number of Student Respondents Total n = 522	Response Ratio
Took a company tour	n = 451	86%
Ate lunch at the company	n = 447	86%
Learned how the company functions	n = 424	81%
Observed an employee doing his/her job	n = 415	80%
Learned how the company is organized	n = 400	77%
Met the company's senior personnel	n = 345	66%
Participated in a question and Answer session	n = 290	56%
Interviewed a company employee	n = 289	55%
Learned about office policies	n = 266	51%
Assisted an employee with their work	n = 265	51%
Participated in a company orientation	n = 259	50%
Learned how to dress in professional attire	n = 259	50%
Learned office skills	n = 238	46%
Learned presentation and/or meeting skills	n = 190	35%
Participated in the 'Wrap Up' session	n = 181	35%
Saw a video about the company	n = 176	34%
Attended a meeting	n = 145	28%
Operated office equipment	n = 140	28%
Communicated with clients	n = 128	25%
Shared my resume with a company employee	n = 126	24%
Completed 'More than Meets the Eye'	n = 64	12%
Other <sup>6</sup>	n = 42	8%

Ironically, survey results reveal that middle school students were more likely to:

1. Be interviewed by a company employee (73 percent, n = 270) than high school students (36 percent, n = 252);
2. Share their resumes with a company employee (38 percent, n = 270) than high school students (10 percent, n = 252); and
3. Communicate with customers and/or clients (31 percent, n = 270) than high school students (18 percent, n = 252)

<sup>6</sup> Other activities include working with children, computer work, role play, and meeting other employees.

This is altogether fitting, as survey results indicate that middle school students (70 percent, n = 235) were more likely than high school students (53 percent, n = 222) to prepare resumes.

Favorite JA Job Shadow Day Activities

Student survey results reveal that students' favorite *JA Job Shadow Day* activity was the company tour (29 percent). See **Figure 28** below.

**Figure 28: Students' Favorite JA Job Shadow Day Activities**

JA Job Shadow Day Activity	Number of Student Respondents n = 335	Response Ratio
Taking a company tour	n = 98	29%
Eating lunch at the company	n = 53	16%
Assisting an employee with their work	n = 40	12%
Observing an employee doing his/her job	n = 30	9%
Interviewing a company employee	n = 23	7%
Operating office equipment	n = 15	4%
Attending a meeting	n = 14	4%
Learning how the company functions	n = 11	3%
Seeing a video about the company	n = 8	2%
Learning how the company is organized	n = 8	2%
Sharing my resume with a company employee	n = 7	2%
Other	n = 5	1%
Meeting the company's senior personnel	n = 4	1%
Communicating with company customers/clients	n = 4	1%
Learning office skills	n = 4	1%
Learning how to dress in professional attire	n = 4	1%
Participating in a question and answer session	n = 3	1%
Participating in a company orientation	n = 2	1%
Learning presentation and/or meeting skills	n = 2	1%

The top three favorite activities for middle school students (n = 176) were: company tour (20 percent); assisting an employee with his/her work (18 percent); and lunch (17 percent). The top three favorite activities for high school students (n = 159) were: company tour (39 percent); lunch (14 percent); and observing an employee doing his/her job (8 percent).

Overall, student respondents indicated that their second favorite *JA Job Shadow Day* activities were: lunch (21 percent); company tour (17 percent); and observance of a company employee performing his/her job (14 percent). See **Figure 29** below.

**Figure 29: Students' Second Favorite JA Job Shadow Day Activities**

JA Job Shadow Day Activity	Number of Student Respondents n = 318	Response Ratio
Eating lunch at the company	n = 67	21%
Taking a company tour	n = 53	17%
Observing an employee doing his/her job	n = 46	14%
Interviewing a company employee	n = 19	6%
Assisting an employee with their work	n = 15	5%
Learning how a company functions	n = 14	4%
Meeting the company's senior personnel	n = 3	4%
Learning how the company is organized	n = 12	4%
Attending a meeting	n = 11	3%
Operating office equipment	n = 11	3%
Participating in a question and answer session	n = 11	3%
Learning how to dress in professional attire	n = 10	3%
Learning office skills	n = 9	3%
Seeing a video about the company	n = 6	3%
Participating in a company orientation	n = 7	2%
Seeing a video about the company	n = 7	2%
Participating in the 'Wrap Up' session	n = 5	2%
Communicating with company customers/clients	n = 4	1%
Other	n = 2	1%
Learning about office policies	n = 1	0%
Learning presentation and/or meeting skills	n = 1	0%

The following are just a few of the many student remarks as to why they enjoyed some of their favorite *JA Job Shadow Day* activities:

*"We got to eat pizza!"*

*"We were in a meeting with a man from France."*

*"It was nice to talk to an employee and learn first hand how their job is done and how they do it."*

*"I actually thought about and considered working for this place, because the host made it sound interesting."*

*"I got to help the doctor do surgery."*

*"The equipment was amazing."*

*“I got to do hands-on work with the computer. It was very interesting.”*

*“[I got to] meet the president. He is respected in the area and well known.”*

*“It gave me first hand experience of how a company operates.”*

**Least Favorite JA Job Shadow Day Activities**

It can be inferred from the prior two lists that the least favorite activities were likely to be: participating in a question and answer session, participating in a company orientation, and learning presentation and/or meeting skills. When students were explicitly asked to list their least favorite activities, the majority selected: attending a meeting; observance of a company employee performing his/her job; and the question and answer session (see **Figure 30** below). Paradoxically, observing an employee performing his/her job was also listed as one of the respondents’ favorite activities.

**Figure 30: Students’ Least Favorite JA Job Shadow Day Activities**

JA Job Shadow Day Activity	Number of Student Respondents n = 237	Response Ratio
Attending a meeting	n = 27	11%
Observing an employee doing his/her job	n = 24	10%
Question and answer session	n = 21	9%
Company tour	n = 20	8%
Learning how to dress in professional attire	n = 15	6%
Participating in the ‘Wrap Up’ session	n = 15	6%
Interviewing a company employee	n = 14	6%
Learning how the company is organized	n = 14	6%
Seeing a video about the company	n = 14	6%
Learning about company policies	n = 11	5%
Learning office skills	n = 11	5%
Learning how the company functions	n = 10	4%
Meeting the company’s senior personnel	n = 8	3%
Sharing resume with a company employee	n = 7	3%
Eating lunch at the company	n = 8	3%
Participating in a company orientation	n = 8	3%
Assisting an employee with their work	n = 4	2%
Operating office equipment	n = 2	1%
Learning presentation and/or meeting skills	n = 2	1%
Communicating with customers and/or clients	n = 1	0%
Other	n = 1	0%

**The least favorite JA Job Shadow activity for middle school students was the question and answer session (12 percent, n = 136); for high school students, the least favorite activity was attending a meeting (18 percent, n = 101).**

The following are reasons the questions and answer sessions were middle school students' least favorite activity:

*"It was too long and not very interesting."*

*"It took a lot of time that could have been used to do more hands-on things."*

*"I don't like to answer or ask questions of people I don't really know because I'm shy."*

Interestingly enough, middle school students from Evansville, Indiana offered the following suggestions about the process of formulating and asking questions during JA Job Shadow Day:

*"Students should be able to come up with the question to ask the hosts in regards to their career and company."*

*"Questions should be from the students' perspective and take into consideration the things they might want to know"*

*"Current questions are too easy for the hosts and can be answered very simply."*

The following are reasons why attending a company meeting was high school students' least favorite activity:

*"It was extremely boring."*

*"The meeting was long and I didn't really know what was going on."*

*"It was kind of boring, I didn't understand much about what they were discussing."*

*"I just wanted to get up and go."*

*"The meeting they had for us...got a little boring unless they had us participating in the discussion."*

### JA Job Shadow Day Impressions

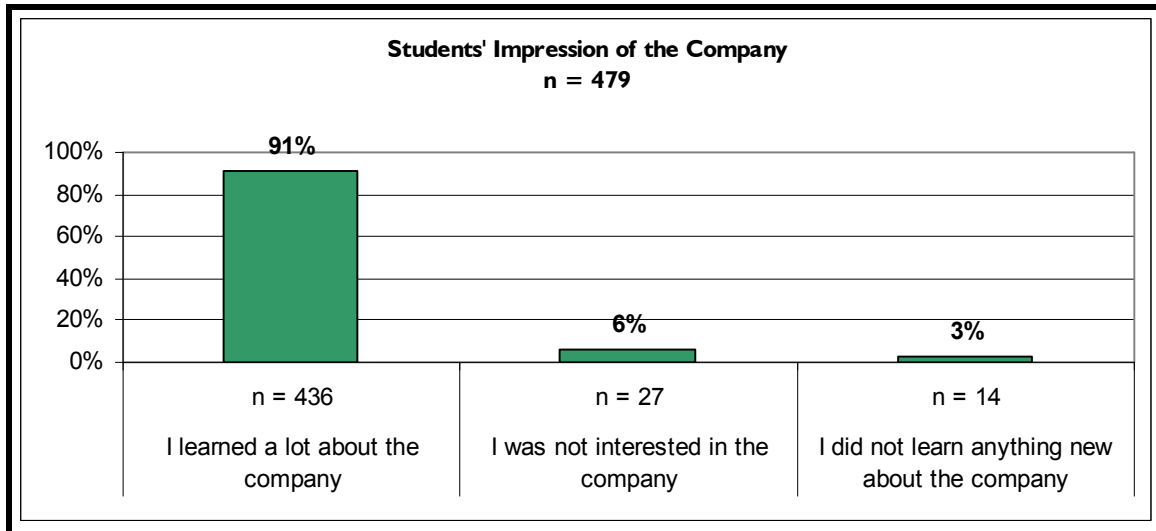
Over eighty percent of survey respondents indicated that the Workplace Hosts were helpful (81 percent), answered their questions (81 percent), and communicated openly without judgment (80 percent). See **Figure 31** below.

**Figure 31: Students' Impressions of their Workplace Host**

Impressions	Number of Student Respondents n = 522	Response Ratio
Host was helpful	n = 425	81%
Host answered all my questions	n = 422	81%
Host communicated openly and without judgment	n = 416	80%
Host was organized	n = 414	79%
Host taught me a lot of new things	n = 411	79%
Host was prepared for my visit	n = 409	78%
Host showed a desire to work with students	n = 408	78%
Host demonstrated effective work methods	n = 366	70%
Host made the information interesting	n = 348	67%
Host worked well with persons of different backgrounds	n = 370	71%
Host helped me understand needed job skills	n = 345	66%
Host explained work responsibilities	n = 270	74%
Host explained office policies and procedures	n = 342	66%
Host was interested in my career goals	n = 339	65%
Host provided a variety of activities	n = 307	59%
Other	n = 41	8%

**An overwhelming majority (91 percent) of program participants indicated that they learned a great deal about their Workplace site during JA Job Shadow Day. See Figure 32 below.**

**Figure 32**



Post JA Job Shadow Day Activities

**The majority of survey respondents (74 percent) completed the Post JA Job Shadow Day Evaluation Form, and wrote a thank you letter to their respective Workplace Host (69 percent).** Only 32 percent of survey respondents developed a Personal Action Plan as a post JA Job Shadow Day activity. Nevertheless, 61 percent of respondents indicated that the latter was a useful post-JA Job Shadow Day activity. Sixty-nine percent of survey respondents thought writing a thank you letter to Workplace hosts was a useful post- JA Job Shadow Day activity. In regards to the Post Job Shadow Day Evaluation Form, only 44 percent held the same contention.

Program Impact

**Student survey results also revealed that the JA Job Shadow program was a thought provoking experience;** 70 percent or more agreed with all the statements below. At least 80 percent agreed with two statements: “[JA Job Shadow Day] made me think about the types of jobs I would enjoy (85 percent);” and “[JA Job Shadow Day] made me realize how important education is to getting a good job (80 percent).” See **Figure 33** on the following page.

**Figure 33: JA Job Shadow Day’s Impact on Students’ Future Goals**

JA Job Shadow Day...	1 Strongly Disagree	2 Disagree	3 Neither Agree or Disagree	4 Agree	5 Strongly Agree	Total Number of Respondents
Made me think about the types of jobs I would enjoy	2%	3%	10%	54%	31%	n = 482
Made me realize how important education is to getting a good job	3%	3%	13%	38%	42%	n = 481
Increased my understanding of what it takes to get a job	2%	4%	16%	44%	34%	n = 481
Made me think about the types of jobs I would be good at	3%	5%	14%	52%	25%	n = 483
Made me think seriously about going to college	3%	2%	19%	30%	46%	n = 477
Increased my understanding of how businesses operate	3%	4%	19%	46%	29%	n = 482
Made me think about my career options	4%	4%	18%	47%	27%	n = 483
Increased my desire to stay in school	4%	4%	23%	34%	36%	n = 481

Student respondents also indicated that the *JA Job Shadow* program taught them, the value of an education (77 percent). A student from Framington High School substantiates this. “*School prepares you for what you need to do when you get older. If you don’t do well in school, you’re not going to get a well-paying job.*” Students also learned the importance of hard work (76 percent), and the value of team work (70 percent). See **Figure 34** below.

**Figure 34: Lessons Learned from the JA Job Shadow Day Experience**

Lessons Learned	Number of Student Respondents n = 490	Response Ratio
The value of an education	n = 379	77%
The importance of hard work	n = 371	76%
The value of team work	n = 345	70%
Exposure to different careers	n = 335	68%
New skills	n = 333	68%
Work can be fun	n = 317	65%
How to prepare a resume	n = 204	42%
How to run a business	n = 201	41%
Other	n = 14	9%
I did not learn anything	n = 14	3%

Survey results also indicate a recurrent theme. Middle school students (48 percent, n = 248) were more likely than high school students (35 percent, n = 242) to have learned how to prepare a resume. A reason may be that high schools students may have had prior experience preparing a resume. High school students from Belmont High School were asked how many had resumes prior to their participation in *JA Job Shadow Day*. Of the 17 students 12 raised their hands. When the moderator probed: “*Job Shadow had nothing to do with your resume?*” all twelve agreed.<sup>7</sup>

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<sup>7</sup> It should be noted that ETI attended the *JA Job Shadow Day* at Disney/ABC Studios with these group of students. During the day’s activities, no student was asked to bring their resumes, nor did the workplace volunteers ask to review them.

### Overall Experience

Students were asked to state what they liked most about the *JA Job Shadow* program. Most simply enjoyed being acknowledged and given the opportunity to have a little taste of the real world. Some of their comments were:

*“I liked the insight that I received while on the job.”*

*“I like that [the workplace volunteers] interacted with us instead of acting like we weren’t there.”*

*“I liked that I could experience what it was like working a job.”*

*“When actual workers started talking about how they got to work at Cisco and some of their struggles.”*

*“[I liked] that there were a variety of job opportunities to select from when applying for a job and the values and roles an education plays when looking for employment.”*

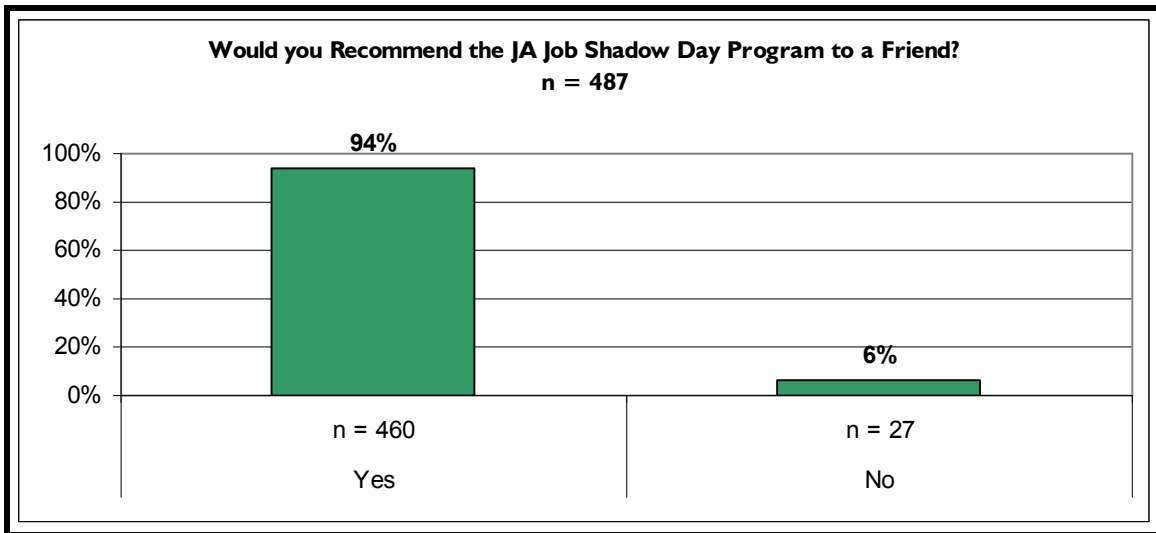
*“It’s a good way for students to learn about business and what life would be like after school and in the real world.”*

Survey respondents were also asked to rate their satisfaction with the *JA Job Shadow* program on a scale of one to 10, with 10 being the highest. Respondents gave an average rating of eight. Additionally, **94 percent of student respondents indicated that they would recommend the *JA Job Shadow* program to a friend.**<sup>8</sup> See **Figure 35** on the following page.

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<sup>8</sup> Survey results indicate that high school students (98 percent, n = 234) were slightly more likely than middle school students (91 percent, n = 226) to recommend the *JA Job Shadow Day* program.

Figure 35



## Recommendations

### **I. Provide more hands-on activities**

Generally, students want “more action,” more exposure to work-related activities and less presentation or “telling” of what an actual workday is like. One student stated *“instead of seeing a power point presentation, I wanted to see what was actually going on and how they did things.”* Another student commented: *“It wasn’t as interactive as I thought it would be. I thought there would be more hands-on stuff, but it was pretty much just looking at forms.”*

Student survey results mirrored the same sentiment:

*“The one thing I would change is giving the kids more hands-on work.”*

*“Take kids in “a day in the life” of an employee to see exactly how they do their jobs rather than telling us about it.”*

*“More hands-on things with the employees”*

*“That we actually got hands-on experience instead of just following and seeing how someone would work.”*

### **2. Align students’ career interests with the workplace site.**

Student focus group findings revealed that students, generally, students did not attend a *JA Job Shadow Day* tailored to their career interests. For that reason, most students reported that they did not have a change of career goals after their *JA Job Shadow* experience. Students proposed:

*“I would have more career choices, and put people relevantly close to what they’re interested in.”*

*“If I could change one thing, it would be the children get to pick who and where they shadow.”*

*“I would let the student pick where they want to go and only a certain amount of students could go to each place...”*

*“I would make it more fun and useful by matching kids to their careers.”*

### **3. Provide sufficient time to allow maximum exposure at the workplace site.**

Many students were pleased with their *JA Job Shadow Day* experience but wanted *more* of it. Students made the following comments:

*“I thought it was fabulous, but I wish we could have walked around and explored the company a little bit more.”*

*“To stay there longer, to experience a full work day.”*

*“Let the students see more of the company or show what they do everyday.”*

*“To stay longer and have more activities to do.”*

### **4. Shorten the Orientation, the Question and Answer, and Wrap-up sessions**

Although the Orientation, the Question and Answer, and Wrap-up sessions introduce, conclude, and allow students to interface with Workplace Host, students requested that these sessions be shorter, so as to have more time to shadow Workplace Hosts. Some of their comments were:

*“The timing. We missed our bus because the “wrap-up” lasted too long.*

*“I would have made the orientation presentation a bit shorter.”*

*“Tell them to cut the questions short.”*

### **5. Provide more *JA Job Shadow Days***

Students simply wanted more *JA Job Shadow Days*. Their comments speak volumes:

*“I would extend the days we could be there, so we could get the full effect.”*

*“[JA Job Shadow Day] should happen more than once a year.”*

*“I would say that this program should be done at least twice a year.”*

## Teacher Survey

The 2005 JA Job Shadow Teacher Survey findings were compiled from 13 high schools and 11 middle schools from seven JA Area Office regions: San Jose (SJ), Los Angeles (LA), Kentucky (KY), Central Massachusetts (MA), Indiana (IN), New Mexico (NM), and Georgia (GA).

Teachers were asked to complete the survey after their students' had participated in a *JA Job Shadow Day*. Twenty-four teachers completed the survey. Their demographic information, observances, and opinions are presented below.

### Background Information

Of a total of 24 teachers, seventy percent of teacher survey respondents were from San Jose (n = 5), Kentucky (n = 5), Massachusetts (n = 4), and Indiana (n = 4). Teacher representation from New Mexico (n = 2), Los Angeles (n = 2), and Georgia (n = 2) comprised the remaining 24 percent. See **Figure 36** below.

**Figure 36**

JA Area Office	Middle School n = 11	High School n = 13	Total n = 24
San Jose	18%	23%	21%
Kentucky	45%	0%	21%
Massachusetts	0%	31%	17%
Indiana	36%	0%	17%
New Mexico	0%	15%	8%
Los Angeles	0%	15%	8%
Georgia	0%	15%	8%

The majority of respondents were women (70 percent) and identified themselves as white (65 percent), followed by African-American (13 percent), and Asian (13 percent). No teacher survey respondents identified themselves as Pacific Islander, American Indian/Alaskan Native, or Other.

Most also indicated that they taught at their respective schools for an average of 15 years and have been in the teaching profession for an average of 23 years. Teacher survey results indicate that most teachers taught multiple subjects. When teachers were asked to specify the subjects they taught, most marked other<sup>9</sup> (n = 18). The remaining teachers identified themselves as English (n = 7), math (n = 3), history (n = 2), and/or social studies (n = 1) teachers. None of the teacher respondents indicated that they taught economics or science.

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<sup>9</sup> Other category includes communication skills, business applications-Cisco, Youth Service Center, business, health, counselor, religion, technology education, marketing, and life skills among others.

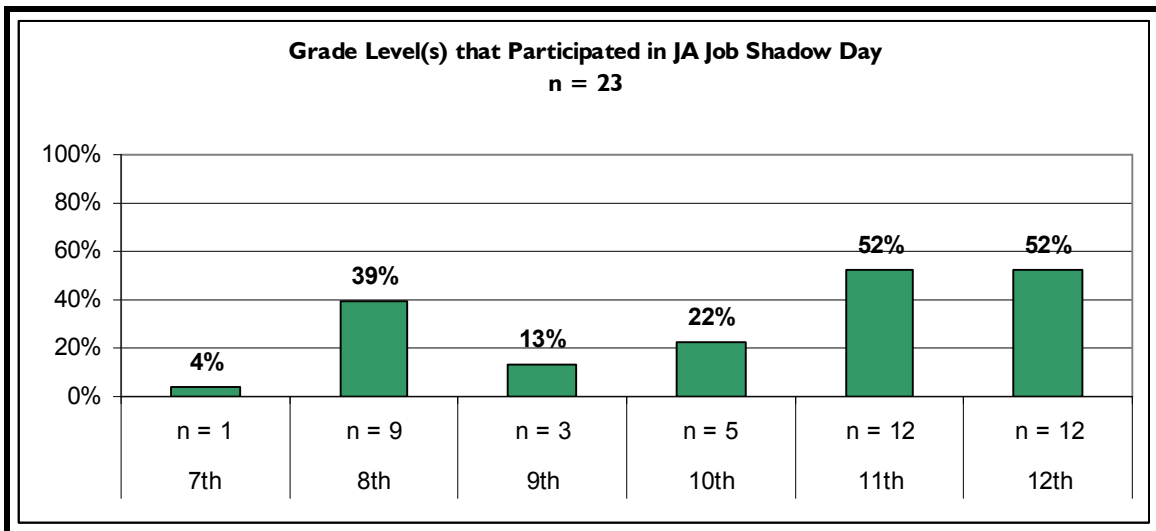
Teacher Participation

Unlike their student counterparts, 63 percent of teacher survey respondents indicated that they participated in a JA sponsored program at least once prior to *JA Job Shadow*; 17 percent indicated that they participated in JA programming at least seven times or more. Thirty-eight percent of respondents however, reported that the *JA Job Shadow Day* event was their first involvement with a JA Worldwide program.

Student Participation

Survey results indicate that multiple grades participated in *JA Job Shadow Day*. When teachers were asked what grade level(s) students participated in *JA Job Shadow Day*: Teachers cited the 11<sup>th</sup> and 12<sup>th</sup> grades most, followed by 8<sup>th</sup> grade. See **Figure 37** below.

**Figure 37**



The range of students participating in each *JA Job Shadow Day* event ranged from as little as one to 99 students. The average number of student participants per class was 29. The median number of students was 25.

When teachers were asked how their students participated in *JA Job Shadow Day*, most indicated “as part of a class (41 percent)” or “as part of a group (36 percent). Eighteen percent responded with “as an individual;” three of the four teachers who marked the latter were middle school teachers. Only five percent (one teacher) specified “other.”

### JA Job Shadow Day Activities

Seventy-one percent of teachers reported that they did not attend an orientation at the workplace site. A little less than half (48 percent) indicated that they spent one to two class meetings preparing students for Job Shadow Day. Thirty percent of respondents indicated that they spent three to four class meetings preparing their students, where as 17 percent reported that they spent no class time in preparation for the day's events.

When queried on how they prepared for *JA Job Shadow Day*, teachers most frequently identified: the Introduction to *JA Job Shadow Day* exercise (96 percent, n = 23); discussions of proper business etiquette (82 percent, n = 22), and discussions about career clusters (78 percent, n = 23). Seventy-three percent (n = 22) and 62 percent (n = 21) of teachers identified the Personal Skills Assessment piece and the Job Shadow Expectations Sheet, respectively, as tools used in their preparation activities.

Teacher survey results also indicate that business etiquette prepared students best for *JA Job Shadow Day*. Teachers also credited discussions about career clusters, the Personal Skills Assessment, and resume preparation as having suitably prepared their students for *JA Job Shadow Day*.<sup>10</sup>

### How To Guide

The *How To Guide*, is a manual specifically for *JA Job Shadow Day*, targeted at employers and educators. The Guide lists and identifies the key aspects of each stakeholder role (including workplace hosts, workplace coordinators, school coordinators, teachers and students) and offers suggestions and recommendations for a successful *JA Job Shadow Day*.

The *How To Guide* states that teachers are to “[provide] the Workplace Coordinator with descriptions of participating students, including their special needs and interests and courses of study.” Teacher survey results indicated that about half (52 percent, n = 12) of respondents completed this task.

The majority of teachers also considered the *How To Guide* to:

- Be a useful tool for preparing students for *JA Job Shadow Day* (58 percent)
- Be easy to implement (67 percent)
- Offer preparation activities that students enjoy (58 percent)

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<sup>10</sup> For this particular question, teachers were asked to rank how well the preparation activities prepared their students for *JA Job Shadow Day* on a scale of one to five, where one is “not at all” and five is “extremely well.” The mean scores for the activities above were, 4.6, 4.5, 4.3, and 4.3, respectively.

Teachers had non-conclusive findings about the length of the *How To Guide*'s preparation activities. Twenty percent of survey respondents did not consider the preparation activities to be "too long to complete," however 38 percent of neither agreed nor disagreed with the statement. See **Figure 38** below.

**Figure 38: Teacher Opinions about the *How To Guide***  
(n = 21)

Statements	1 Strongly Disagree	2 Disagree	3 Neither Agree or Disagree	4 Agree	5 Strongly Agree	Not Applicable
The <i>How To Guide</i> was a useful tool for preparing my students for Job Shadow Day	0%	0%	14%	29%	29%	29%
The preparation activities in the <i>How To Guide</i> were easy to implement	0%	0%	10%	48%	19%	24%
The preparation activities in the <i>How To Guide</i> took too long to complete.	1%	19%	38%	10%	0%	29%
The students enjoyed the preparation activities	0%	0%	19%	48%	10%	5%

Teachers also were invited to state what they liked best and least about the *How To Guide*. Teachers indicated that they liked the accessibility of the Guide, the step-by-step instructions, and the ease of implementing its suggested activities. Other teachers, however, indicated that they never received it.

What teachers liked least about the *How To Guide* was its length, the wealth of information, and not having enough class time to complete all the suggested activities. One teacher explained:

*"It is hard to make room in the curriculum for preparing students about the jobs they will see; arranging the visits, doing the resumes, etc."*

The only recommendation for improvement of the *How To Guide*, was to shorten or condense its contents. Nevertheless, over half (53 percent) of survey respondents, indicated that they believed the *How To Guide* prepared them well for *JA Job Shadow Day*, and only 43 percent thought the Guide was a useful tool for student post-*JA Job Shadow Day* activities.<sup>11</sup>

<sup>11</sup> In regards to post-*JA Job Shadow* Activities, 34 percent of teacher respondents thought the follow-up activities in the guide to be "easy to implement," whereas 29 percent neither agreed nor disagreed with the statement. An additional 38 percent considered the statement "not applicable." In regards to the length of the post-*JA Job Shadow* Activities suggested in the guide, 40 percent of teacher survey respondents neither agreed nor disagreed that the follow-up activities in the guide "took too long to complete." An additional 40 percent thought the statement was "not applicable."

## JA Job Shadow Day

### Student Transportation

When teachers were asked “who arranged students’ transportation to the workplace,” the majority indicated that they (30 percent), the Workplace Coordinator (22 percent), another school employee (22 percent), or their school principal (four percent) fulfilled the task. Another 39 percent specified another person.<sup>12</sup>

What is more, teachers considered student transportation to and from the workplace site to be: safe (100 percent); well organized (95 percent); easily facilitated (90 percent); and timely (86 percent).

Seventy-one percent of teacher respondents reported that they accompanied their students to the workplace site and spent anywhere between three to six hours<sup>13</sup> (88 percent) at the event. Even when teachers did not attend *JA Job Shadow Day* with their students, the majority of teachers indicated that their students were chaperoned by an adult (90 percent) and that they knew their students’ whereabouts (86 percent) at all times during the course of the *JA Job Shadow Day*.

From the teachers’ perspective, 84 percent described their students as “shadowing” as part of a group—which coincides with student survey results (see page 45). Of these survey respondents, most (47 percent) indicated that their students shadowed in groups of 11 or more, followed by groups of two to four individuals (33 percent).

### JA Job Shadow Day Impressions

Like their students, teachers wholeheartedly thought that their Workplace Host was helpful (100 percent). Teachers also believed Workplace Hosts showed a desire to work with their students (100 percent). See **Figure 39** on the following page.

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<sup>12</sup> These persons include but are not limited to JA Area Office Staff, career counselors, and parents. Percentage overages are due to multiple responses.

<sup>13</sup> When teachers were ask whether or not their time spent at the workplace site was either “too short,” “just right,” or “too long,” 89 percent of survey respondents considered the time to be “just right.”

**Figure 39: Teachers' Impressions of the Workplace Host**

Impressions	Number of Teacher Respondents n = 17	Response Ratio
Host was helpful	n = 17	100%
Host showed a desire to work with students	n = 17	100%
Host made the information interesting	n = 16	94%
Host answered the students' questions	n = 16	94%
Host taught the students a lot of new things	n = 15	88%
Host communicated openly and without judgment	n = 15	88%
Host was organized	n = 15	88%
Host was prepared for the students	n = 15	88%
Host helped students understand needed job skills	n = 14	82%
Host worked well with persons of different backgrounds	n = 14	82%
Host explained work responsibilities	n = 14	82%
Host provided a variety of activities	n = 13	76%
Host was interested in students' career goals	n = 12	71%
Host demonstrated effective work methods	n = 12	71%
Host explained office policies and procedures	n = 11	65%
Other	n = 2	12%

The majority of teachers (74 percent, n = 23) indicated that their Workplace Coordinator provided them with general background information about their assigned workplace site and that they were prepared for their visit (95 percent, n = 18). Generally, teachers also thought:

- The workplace accommodated their students' interests well (89 percent)
- Their students were engaged in the day's activities (89 percent)
- Their students seemed interested in what their hosts had to tell and show them (89 percent); and,
- The day ran smoothly (95 percent)

Teachers' overall impression of the workplace was positive (94 percent).

### Post JA Job Shadow Day Activities

The majority of teacher respondents indicated that they wrote a thank you letter to the Workplace Host (90 percent) and completed the post-*JA Job Shadow Day* Evaluation Form (76 percent). Only 50 percent reported developing a Personal Action Plan as a post-*JA Job Shadow Day* activity.

Of the aforementioned post-*JA Job Shadow Day* activities, teachers considered writing a thank you letter to the Workplace Host (100 percent) the most useful post-*JA Job Shadow Day* activity, followed by completing the Post JA Job Shadow Day Evaluation Form (72 percent), and developing a Personal Action Plan (38 percent).

When teachers were asked whether or not their students enjoyed the post-*JA Job Shadow Day* activities, most gave lukewarm responses. Thirty-five percent thought the statement “students enjoyed the follow-up activities” was “not applicable,” the remainder either agreed (25 percent), neither agreed nor disagreed (25 percent); or disagreed (15 percent) with the statement.

### Program Impact

**Teacher survey results indicate that the *JA Job Shadow* program incited students to contemplate their future career and educational goals.** Teachers believed the *JA Job Shadow* program:

- Made their students think about their career options (100 percent)
- Made their students realize how important education is to getting a good job (100 percent)
- Increased their students’ understanding of how businesses operate (96 percent)
- Increased their students’ understanding of what it takes to get a job (95 percent)
- Made their students think about the types of jobs they would enjoy (95 percent)
- Made their students think about the types of jobs they would be good at (95 percent)
- Made their students think seriously about going to college (82 percent)
- Increased their students’ desire to stay in school (82 percent)

Similar to student survey results, teachers believe that the *JA Job Shadow* program taught their students the value of an education (95 percent), exposed them to different careers (91 percent), and the value of teamwork (86 percent). See **Figure 40** on the following page.

**Figure 40: Teachers' Perspective: Lessons Learned by Students**

Lessons Learned	Number of Responses n = 22	Response Ratio
Value of an education	n = 21	95%
Exposure to different Careers	n = 20	91%
Value of teamwork	n = 19	86%
The importance of hard work	n = 18	82%
Learned new skills	n = 16	73%
Work can be fun	n = 15	68%
How to run a business	n = 9	41%
How to prepare a resume	n = 8	36%
Other	n = 1	5%

Overall Experience

What is more, **survey respondents unanimously agreed that the JA Job Shadow program was an educational and worthwhile experience (100 percent); a unique opportunity for students (100 percent); an experience that linked the realities of work with the classroom (100 percent); and was an experience that made students feel excited about their futures (96 percent).**

Teachers were also given an opportunity to express what they liked best about the JA Job Shadow program. Some of their responses follow below:

*“GE was very prepared for us. They had sent little biographies over about jobs and people so students picked what they thought was a good match. Kids loved the food! I was happy for them. It met my expectations.”*

*“[It gave] students the opportunity to see math used in the real world.”*

*“Different exposures to career opportunities.”*

*“Hearing student’s comments about the job they shadowed.”*

*“Teaming the students and giving them real-life problems to brainstorm and solve...”*

*“Real professionals sharing real experiences.”*

*“Students’ opportunity to share with others what they experienced at their respective job sites.”*

Conversely, teachers were also asked to specify aspects of the *JA Job Shadow* program they liked least. Some teachers mentioned certain JA evaluation tools, including this survey. A teacher stated: “*Completing the interest surveys while there is no attempt to link it to the job site assignment.*” Other complaints include:

*“The wrap-up session went too long and we missed our bus back to the campus. It was a huge hassle trying to reschedule another bus.”*

*“There was some time at the end which could have been productive when the prepared program ended ½ hour early.”*

*“[It] was too crowded in some rooms”*

*“Failure to accommodate a group of students at a location of concern specifically with what I taught—banking operation.”*

As with students, teachers were asked to rate their level of satisfaction with the *JA Job Shadow* program on a scale of one to 10 where one is “not at all satisfied” and 10 is “extremely satisfied.” Teachers gave a slightly higher rating than students—a nine. What is more, **every teacher indicated that they would participate in the *JA Job Shadow* program in the future (100 percent) and would recommend the program to other teachers (100 percent).**

### Recommendations

When teachers were asked for their recommendations to improve the program, some gave very specific recommendations. For example, a teacher stated: “*Send our kids to a college instead of Wal-Mart! This happens every year.*” Yet another teacher commented: “*The only improvement would be to have shirts in different sizes.*”

Aside from site-specific recommendations, a greater theme emerged. Teachers generally would like:

#### **1. A more comprehensive view of the workplace site and its functions”**

*“Be sure job sites know all the things they can do...show and teach the kids.”*

*“Rotate the students with different hosts to allow a broader view of the company.”*

#### **2. A more streamlined program**

*“Make sure there is someone who can fill a void at the end if program runs too short to keep students busy.”*

**3. A JA Job Shadow Day that caters to the career interests' of the students**

*“Instead of lumping all students into one company—maybe group them by interests instead.”*

**4. More JA Job Shadow Days with smaller groups of students**

*“One day out of the school year for Job Shadow is insufficient—more days needed!”*

*“Stretch [JA Job Shadow Day] to two to three days and reduce the number of participants per day.”*

## School Administrator Survey

Eighteen school administrators representing ten middle and eight high schools from New Mexico, San Jose, Kentucky, Massachusetts, Indiana, and Georgia participated in the School Administrator survey.

School administrators reported that they have been part of their respective schools administration from one to 25 years, the average being eight years. The average number of years survey respondents reported being a school administrator, regardless of school affiliation, was a little over nine years.

School administrators taking part in this survey were mostly female (56 percent); men represented 44 percent of the sample. Most identified themselves as white (67 percent); followed by Latino (17 percent), African-American (11 percent); and Asian (6 percent) respectively.

### Work/Career Development

The majority of school administrators (82 percent) have work and/or career development programs established at their respective schools. Of these administrators, over half (53 percent) reported that their career development program has a set curriculum.

School administrators were asked to specify the types of career development assistance they needed at their respective schools. Survey respondents ranked their career development program needs in the following order:

1. Counselor (67 percent)
2. Literature about various career options (67 percent)
3. SAT/ACT test preparation (27 percent)
4. College catalog and/or literature (20 percent); and
5. College counselor (seven percent).

### Benefits to a Career Development Program

**All surveyed school administrators are interested in school career development programs, believe that their students are interested in a career development program, and that their students would benefit from a career development program at their respective schools.**

School administrators believe the most beneficial aspects to a career development program are:

- Realizing how important education is to getting a good job (100 percent)
- Learning job-related skills (94 percent)
- Providing opportunities to think about what students might excel in (94 percent)
- Exposing students to different career options (89 percent)
- Increasing students' desire to stay in school (89 percent)
- Allowing students to think seriously about going to college (89 percent)
- Allowing students to develop a deeper understanding of what it takes to get a job (89 percent)
- Allowing students to learn the importance of hard work (83 percent)
- Allowing students to recognize the value of an education (78 percent)

To a lesser degree, school administrator surveys indicated that career development programs also gives students a greater sense of how businesses operate (61 percent).

School administrators also reported that the grade levels that would benefit most from a career development program are the upper grades of their respective schools. For instance, 100 percent of middle school administrators reported that 8<sup>th</sup> graders would benefit most from a career development program, whereas, 75 percent of high school administrators thought their 11<sup>th</sup> and 12<sup>th</sup> grade students would benefit the most.

Survey respondents believe that teachers are not only interested in a career development program at their schools (100 percent, n = 16), but the majority of school administrators (88 percent) indicated that their school's teachers would benefit from a career development program. School administrators believe that a career development program:

- Allows teachers to remain current about career options (81 percent)
- Supports the professional growth of teachers (81 percent)
- Enhances the quality of teaching (75 percent); and
- Provides an educational experience for teachers (69 percent)

Overall, **100 percent of surveyed school administrators believe a career development program would benefit their school.** Chiefly by: bringing the real world to the classroom (100 percent); allowing for an enriched curriculum; and improving students' attitudes (78 percent); and 4) raising the reputation of their school in the community (72 percent).

### JA Job Shadow Program Awareness

The majority of surveyed school administrators (89 percent) indicated that they know of JA Worldwide. Eighty-nine percent of school administrators were also aware that JA offered programs at their respective schools—the mean number of JA programs administrators reported their schools as having participated in, was three. Additionally, **all school administrators reported that they would be willing to participate in free JA programs.**

Eighty-eight percent of school administrators reported knowing about the JA Job Shadow program. Of these school administrators, all stated that their respective schools have participated in the program at least once; some as much as nine times (14 percent), however the average number was four.

### Overall Experience

Of the sixteen school administrators who were aware of the *JA Job Shadow* program, **all rated the quality of the program as either very good (50 percent) or excellent (50 percent).**

Surveyed school administrators also indicated what they liked best about the *JA Job Shadow* program. Most of their responses centered on the mere opportunity of student exposure to the real world. Others noted that the program allowed them to link the classroom to the workplace. In their own words, here are some of the aspects of the *JA Job Shadow* program school administrators liked best:

*“The opportunity to provide enrichment to the curriculum”*

*“Students were provided exposure to a career that they were currently interested in—the realization that education is essential.”*

*“The opportunity to get students out into the business community...”*

*“Students got hands-on experience.”*

*“Students can see the benefits of things learned in the classroom.”*

A few of the surveyed school administrators offered criticisms of the *JA Job Shadow* program. Their chief complaints were “*scheduling challenges*,” “*limits to the number of students who were able to participate*,” the “*vast amount of paper work*,” the extra-use of classroom time; and the “*last minute organization and planning*” of the event.

Nevertheless, when given the option, the majority of surveyed school administrators (94 percent) indicated that they would be willing to participate in next year’s *JA Job Shadow* program. *A School Administrator from Live Oak High School in the San Jose JA region was the*

lone school administrator who indicated that his school would not participate in the program. Their hesitancy was not due to poor program quality, but due to lack of information, they stated: “[I] need more information, what is the time commitment?”

### Recommendations

School Administrators gave the following recommendations to improve the *JA Job Shadow* program:

1. Expand the number of hosts available in the community;
2. Provide more advanced notice for principals and teachers;
3. Fewer students per workplace site; and
4. Expand the program

## **IV. Appendices**

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Appendix A: Company Profiles

Appendix B: Student Survey, List of Participating Schools

Appendix C: Teacher Survey, List of Participating Schools

Appendix D: School Administrator Survey, List of Participating Schools

Appendix E: Student Focus Groups Moderator's Guide

Appendix F: JA Job Shadow Day Site Observation Guide

Appendix G: Workplace Host/Coordinator Survey (Online)

Appendix H: Student Survey

Appendix I: Teacher Survey

Appendix J: JA Area Office Survey (Online)

Appendix K: School Administrator Survey

Appendix L: JA Area Office Survey Results (Questions 7-14)

**San Jose (SJ)**

**Industry:** Computer Technology

**Cisco Systems**

In 1984, a small group of visionaries from Stanford University founded Cisco Systems, Inc. Cisco provides networking solutions in every aspect of mainstream society. Their products and services are found in private commerce, schools and universities, in government agencies, and in the home. Now, in its 22<sup>nd</sup> year, the company has grown to become the worldwide leader in networking for the Internet. With the help of its 39,665 employees, the company has generated 24.8 billion dollars in revenue during its 2005 fiscal year and has been officially crowned “the ruler of routers, the sultan of switches.”<sup>1</sup>

**JA Job Shadow Day**

**General Information**

<b>Observation Date:</b>	2/02/2006
<b>Observation Start and End Times:</b>	9:30 a.m. – 2:00 p.m.
<b>Name of School(s) in attendance:</b>	Multiple
<b>Name of teacher(s):</b>	Multiple
<b>Name of Volunteer/Host:</b>	Multiple
<b>Number of Students Observed:</b>	Approximately 110 students

**Activity Overview**

- Orientation
- Career Panel
- Breakouts (5 total)
- Lunch
- Wrap-up session
- Evaluations and departure

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<sup>1</sup> [http://www.hoovers.com/cisco-systems/--ID\\_\\_13494--/free-co-factsheet.xhtml](http://www.hoovers.com/cisco-systems/--ID__13494--/free-co-factsheet.xhtml)

**Kentucky (KY)**

**Industry:** Hospitality

**Marriott Griffin Gate Resort**

The Marriott Griffin Gate Resort is a subsidiary of Marriott International, Inc—a company with over 2,700 lodging properties in the United States and 65 other countries and territories. Founded on May 15, 1927, Marriott International operates and franchises hotels, develops and operates vacation ownership resorts, operates executive apartments, and provides furnished corporate housing. Marriott International is headquartered in Washington, D.C., and has a workforce of approximately 133,000 individuals. The company is highly regarded in the industry and has been ranked as one of Fortune® magazine’s 100 Best Companies to Work For, and is on the list of Diversity Inc’s Top 50 Companies for Diversity. “In fiscal year 2003, Marriott International reported sales from continuing operations of \$9 billion.”<sup>2</sup>

**JA Job Shadow Day**

**General Information**

<b>Observation Date:</b>	2/28/2006
<b>Observation Start and End Times:</b>	9:00 a.m. – 2:00 p.m.
<b>Name of School(s) in attendance:</b>	Edythe J. Hayes Middle School
<b>Name of teacher(s):</b>	Michael Hackworth
<b>Name of Volunteer/Host:</b>	Angela Brown, Director of HR
<b>Number of Students Observed:</b>	Four 8 <sup>th</sup> grade students

**Activity Overview**

- Orientation
- Tour
- HR Bulletin Board postings
- Food Preparation in restaurant kitchen
- Payroll Department, student stuffed envelopes with paychecks
- HR Documents

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<sup>2</sup> Information gathered from <http://marriott.com/careers/default.mi> and [http://hoovers.com/marriott/--ID\\_\\_56078--/free-co-factsheet.xhtml](http://hoovers.com/marriott/--ID__56078--/free-co-factsheet.xhtml)

**Los Angeles (LA)**

**Industry:** Television

**The Walt Disney and ABC Studios**

Founded in 1923 as a cartoon studio, The Walt Disney Company has grown to become a diversified, international family entertainment and media company.<sup>3</sup> Disney is the #2 media conglomerate in the world. Disney owns the ABC television network, 10 broadcast TV stations (the network has 225 affiliates), and 70 radio stations. The firm also produces many of its own shows and distributes Disney content to television stations through Buena Vista Television.<sup>4</sup> Walt Disney Studios also produces films through Walt Disney Pictures, Touchstone, Hollywood Pictures, and Miramax. <sup>5</sup>

**JA Job Shadow Day**

**General Information**

<b>Observation Date:</b>	3/10/2006
<b>Observation Start and End Times:</b>	9:00 a.m. – 12:00 p.m.
<b>Name of School(s) in attendance:</b>	Belmont High School
<b>Name of teacher(s):</b>	Carmen Juarez
<b>Name of Volunteer/Host:</b>	Michelle Verona and Pamela Rumps
<b>Number of Students Observed:</b>	27 11 <sup>th</sup> and 12 <sup>th</sup> grade students

**Activity Overview**

- Orientation
- Lot Tour
- Stage Tour
- Presentations
- Gifts
- Dismissal

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<sup>3</sup> <http://corporate.disney.go.com/careers/who.html>

<sup>4</sup> [http://www.hoovers.com/disney-studios/--ID\\_103440--/free-co-factsheet.xhtml](http://www.hoovers.com/disney-studios/--ID_103440--/free-co-factsheet.xhtml)

<sup>5</sup> <http://corporate.disney.go.com/careers/who.html>

## Central Massachusetts (MA)

**Industry:** Retail, Office Products

### **Staples, Corporate Headquarters**

Founded in 1986, Staples Inc. is the number one office supply company in the U.S. Staples sells office products, furniture, computers, and other supplies through its chain of more than 1,700 Staples and Staples Express stores. Staples also operates a highly successful mail order catalog, and provides document management and copying services through its retail chain. Staples employs over 69,000 individuals in 21 countries throughout North and South America, Europe, and Asia. In 2005, the company reported sales of \$16.1 billion.<sup>6</sup>

### **JA Job Shadow Day**

#### **General Information**

<b>Observation Date:</b>	3/14/2006
<b>Observation Start and End Times:</b>	8:45 a.m. – 2:00 p.m.
<b>Name of School(s) in attendance:</b>	Framingham Middle School
<b>Name of teacher(s):</b>	Barbara Early
<b>Name of Volunteer/Host:</b>	Catherine Jennings
<b>Number of Students Observed:</b>	40 students: 10 9 <sup>th</sup> ; 10 10 <sup>th</sup> ; 10 11 <sup>th</sup> ; and 10 12 <sup>th</sup> grade students.

#### **Activity Overview**

- Introduction
- Presentations
- Customer Service Calls
- Report Preparation
- Wrap-up Session

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<sup>6</sup> <http://investor.staples.com/phoenix.zhtml?c=96244&p=irol-IRHome>

**Georgia (GA)**

**Industry:** Retail, Electronics

**Best Buy**

Best Buy is the largest electronics retailer in the world and employs over 90,000 people worldwide. The company operates a chain of over 940 stores in the U.S. and Canada offering a wide variety of electronic goods, movies, music, computers, and appliances. Best Buy also offers installation and maintenance services, computer technical support (Geek Squad), and subscriptions for cell phone and Internet services. Retail stores in the US are located in 48 states and five provinces. Best Buy also operates 20 Magnolia Audio Video stores in the U.S. and more than 100 Future Shop locations in Canada.<sup>7</sup>

**JA Job Shadow Day**

**General Information**

<b>Observation Date:</b>	3/22/2006
<b>Observation Start and End Times:</b>	10:00am – 2:00pm
<b>Name of School(s) in attendance:</b>	Louise Radloff Middle School
<b>Name of teacher(s):</b>	Kanika Miller
<b>Name of Volunteer/Host:</b>	John Farouche
<b>Number of Students Observed:</b>	21 6 <sup>th</sup> grade students

**Activity Overview**

- Orientation
- Ice breaker
- Videos (3 total)
- Break-out sessions 1-3
- Lunch
- Break-out sessions 4-5
- Wrap-up session
- Gifts
- Closing statements
- Group picture

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<sup>7</sup> [http://www.hoovers.com/best-buy/--ID\\_\\_10209--/free-co-factsheet.xhtml](http://www.hoovers.com/best-buy/--ID__10209--/free-co-factsheet.xhtml) and <http://www.bestbuy.com>

**Southern California, Orange County (OC)**

**Industry:** Retail, Apparel

**Oakley, Inc.**

Founded in 1985 by Jim Jannard, this innovative company makes high-performance sunglasses and goggles for the sports and fashion sunglasses market worldwide. Its line of eyewear features high-tech designs, including interchangeable, high-optical clarity lenses and damage resistance. Oakley also operates its own retail stores and more than 40 acquired Lacon sunglasses stores. The company also offers a line of athletic shoes, as well as watches, apparel, and accessories. It acquired Oliver Peoples in 2006.<sup>8</sup>

**JA Job Shadow Day**

**General Information**

<b>Observation Date:</b>	3/30/2006
<b>Observation Start and End Times:</b>	12:00 p.m. – 4:00 p.m.
<b>Name of School(s) in attendance:</b>	Multiple
<b>Name of teacher(s):</b>	Multiple
<b>Name of Volunteer/Host:</b>	Tami Jacoby, Director of HR
<b>Number of Students Observed:</b>	15 11 <sup>th</sup> and 12 <sup>th</sup> grade high school students

**Activity Overview**

- Orientation
- Video
- Tour
- Lunch
- HR Q & A session
- Head Designer presentation
- Breakout sessions (1-4)
- Break
- Breakout sessions (5-8)
- Gifts
- Evaluations
- Wrap-up session

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<sup>8</sup> [http://www.hoovers.com/oakley/--ID\\_43748--/free-co-factsheet.xhtml](http://www.hoovers.com/oakley/--ID_43748--/free-co-factsheet.xhtml)

## **Participating Schools**

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### New Mexico

Cibola High School

Sandia High School

### San Jose

Live Oak Park High School

Mount Pleasant High School

Oak Grove High School

Orchard Middle School

Scotts Valley Middle School

### Kentucky

Beaumont Middle School

Crawford Middle School

Leestown Middle School

West Jessamine Middle School

### Massachusetts

Framingham High School

Holliston High School

Stoughton High School

Waltham High School

### Los Angeles

Granada Hills High School

Belmont High School

### Indiana

Evans Middle School

Helfrich Park Middle School

Holy Rosary School

Plaza Park Middle School

Washington Middle School

### Georgia

Booker T. Washington High School

Riverdale High School

## **Participating Schools**

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### New Mexico

Cibola High School

Sandia High School

### San Jose

Live Oak Park High School

Mount Pleasant High School

Oak Grove High School

Orchard Middle School

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### Kentucky

Beaumont Middle School

Crawford Middle School

Leestown Middle School

West Jessamine Middle School

### Massachusetts

Framingham High School

Holliston High School

Stoughton High School

Waltham High School

### Los Angeles

Granada Hills High School

Belmont High School

### Indiana

Evans Middle School

Helfrich Park Middle School

Holy Rosary School

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Booker T. Washington High School

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## **Participating Schools**

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### New Mexico

Cibola High School

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Leestown Middle School

West Jessamine Middle School

### Massachusetts

Framingham High School

Holliston High School

Stoughton High School

Waltham High School

### Indiana

Evans Middle School

Helfrich Park Middle School

Holy Rosary School

Plaza Park Middle School

Washington Middle School

### Georgia

Riverdale High School

**JA Job Shadow Program  
Moderator's Guide for Students**

**I. INTRODUCTION**

My name is \_\_\_\_\_. I am from Evaluation and Training Institute (ETI), a non-profit research firm located in Los Angeles, California. We invited you here today to talk about the *JA Job Shadow* program. We want to know what you think of the program and what you like and don't like. Your opinions and comments will be used to make the program better for students next year. We're very glad that you are here. I hope everyone is comfortable.

**II. GROUND RULES**

- 1) All of your answers will remain confidential. Your names will not be linked to your comments in any reports.
- 2) There are no "right" or "wrong" answers. We welcome everyone's opinion.
- 3) It is okay to say, "I don't know."
- 4) We are audiotaping the discussion to help us correctly recall the discussion. We also have a person from our staff taking notes. For the sake of the note-taker, please let someone finish speaking before you begin.
- 5) The discussion will last up to one hour, and to keep things moving, there will be no breaks. However, you can leave to use the restroom at anytime. (Explain where the restroom is located.)
- 6) Do you have any questions before we begin?

**III. PARTICIPANT INTRODUCTIONS**

Let's go around the room and introduce yourselves by first name only. Also, please tell us:

- What grade you are in;
- The name of your school and the city in which it is located; and,
- How many other JA programs you have participated in?

#### **IV. EXPECTATIONS AND EFFECTS OF THE PROGRAM**

1. What were your expectations of the JA Job Shadow program?
2. What were your career goals before participating in the JA Job Shadow program?
3. Have your career goals changed since participating in the JA Job Shadow program? If yes, how have they changed? If no, why not?
4. What were your educational goals before participating in the JA Job Shadow program?
5. Have your educational goals changed since participating in the JA Job Shadow program? If yes, how have they changed? If no, why not?
6. What did you learn about the relationship between school and work?
7. What three things did you learn about business that you did not know before Job Shadow Day?

#### **V. STUDENT REACTIONS TO PROGRAM ACTIVITIES**

8. Overall, what do you think of the JA Job Shadow program (includes preparation activities, Job Shadow Day, and follow-up activities)?

*Probes:*

- Interesting
- Boring
- Challenging
- Exciting
- Easy/Hard
- Useful

#### Preparing for JA Job Shadow Day

9. What did you do to prepare for Job Shadow Day?

*Probes:*

- General Orientation to Job Shadow Day
- Job Shadow Expectations Sheet
- Personal Assessment Form
- Discussions about Career Clusters
- Resume Preparation
- Prepare Interview Questions
- Other

10. Of the activities you participated in to prepare you for Job Shadow Day, which did you like the most? Why? (Interesting, fun, challenging, raised my curiosity about careers and the world of work, etc.)
11. Which did you like the least? Why? (too easy, too boring, too long, couldn't see the reason for doing the activity, too hard to understand, could not relate, etc.)
12. If you could, what would you change about the preparation activities that would make you better prepared for JA Job Shadow Day?

JA Job Shadow Day

13. What did you think of JA Job Shadow Day? On a scale of one-to-five, five being the highest rating, what score would you give JA Job Shadow Day?
14. What did you like the most about JA Job Shadow Day? Why?  
*Probes:*
- For example, which activity was the most fun?
  - What was the most interesting skill, idea, lesson you learned?
  - Did you like the workplace hosts? Speakers?
  - Did you connect with your workplace host?
  - Did you like the group discussions (if applicable)?
15. What did you like the least? Why?  
*Probes:*
- For example, was there an activity that was boring?
  - Was there an activity that didn't make sense or didn't work well?
  - Was the connection between you and your workplace not what you expected?
  - Was there enough to do?
  - Was the Day too long, too short?
16. If you could, what would you change about Job Shadow Day that would make it a better experience for you and other students?

Job Shadow Day Follow-up

17. Have you had a chance to participate in any Job Shadow Day follow-up activities? If yes, What did you do? (If no, skip to Q13)  
*Probes:*
- Develop a personal action plan
  - Write a thank you letter
  - Other
18. Of the follow-up activities you participated in which did you like the most? Why? (Interesting, fun, challenging, helped it all make sense, could see what I learned, etc.)

19. Which did you like the least? Why? (Could not see the reason for doing the activity, too hard to understand, could not relate, etc.)

## **VI. REACTIONS TO THE COMPANY AND WORKPLACE HOSTS**

20. Overall, what did you think of the company you visited?

21. What did you think of the type of work the company does?

22. On a scale of one-to-five, five being the highest rating, how well prepared was the company for your visit? Why did you give the score you gave?

23. On a scale of one-to-five, five being the highest rating, how well prepared was the person (workplace host) you shadowed? Why did you give the score you gave?

24. What types of activities did you do with the person you shadowed?

*Probes:*

- Toured the workplace
- Learned about offices skills, policies,
- Learned about meeting skills, presentation skills
- Talked to customers
- Conducted an interview
- Assisted the workplace host or someone else with their work

25. Which of the activities you participated in made the biggest impression on you? Why?

26. Which activities didn't you like at all? Why?

27. Did you feel comfortable with the workplace host? Why? Why not?

## **VII. SUCCESSES AND CHALLENGES OF THE PROGRAM**

28. In your opinion, what is the greatest success of this program?

29. In your opinion, what is the greatest challenge of this program?

## **VIII. OVERALL REACTIONS & SUGGESTIONS FOR THE PROGRAM**

30. On a scale of one-to-five, five being the highest rating, what score would you give the program overall?

31. Can you think of anything JA can do to make the program better? More fun?

*Probe:*

- How can they make it relate to you better?

## **IX. CLOSING**

That concludes our discussion. Thank you all very much for your opinions and comments. I hope that this was an enjoyable experience for you.

**JA Job Shadow Program  
Site Observation Guide for Job Shadow Day**

Please complete the site observation for each distinct activity. For example, complete a separate site observation for the workplace tour, and a separate observation for time spent on workplace activities with the workplace host, etc.

**General Information**

1. Observation Date: 3/10/06
2. Observation Start Time: \_\_\_\_\_ Observation End Time: \_\_\_\_\_
3. Company: \_\_\_\_\_
4. Name of School: \_\_\_\_\_
5. Name of Teacher: \_\_\_\_\_
6. Name of Volunteer/Host: \_\_\_\_\_
7. Number of Students Observed by Grade Level  
 9<sup>th</sup> # \_\_\_\_\_  10<sup>th</sup> # \_\_\_\_\_  11<sup>th</sup> # \_\_\_\_\_  12<sup>th</sup> # \_\_\_\_\_

**Activity Overview**

8. Describe the activity and list the tasks in which the student(s) is participating (i.e. learning presentation skills, talked to customers, learned office skills, assisted the workplace coordinator/host, wrap up activities, lunch activities, etc.)
  
9. Does the activity seem planned or improvised?
  
10. Note the following observations for the activity:
  - What is working and what is not working;
  - Any problems the student(s) is experiencing;
  - The rapport between the student(s) and the workplace coordinator/host (i.e. ease of communication; comfort level; etc.)

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***Appendix F: JA Job Shadow Day Site Observation Guide***

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11. List the specific references to workplace-school connections observed and how they were made.

Workplace-School Connections	Made by Host	Observed by Student(s)	Made by Student(s)
Example: How learning English grammar will help them communicate with business professionals			
Example: How teamwork will help them succeed in the workplace.			
Example: The importance of time management skills.			
Example: The importance of good communication/listening skills.			
Example: The importance of knowing computer applications (e.g., Excel, MS Word, Access, etc.) in the workplace.			
Example: The importance of being comfortable speaking in front of people (presentation skills).			
Example: The steps one must take in order to apply for a job, get a job, and to keep a job.			
Example: Gained a deeper respect for those who are active members in the workforce.			
Example: The importance of business etiquette (proper work attire, thank you letters, e-mail messages, sexual harassment, etc.)			
Example: The importance of customer and client relations (sales, etc.)			
Example: The importance of networking (establishing relationships outside and outside the workplace, mentorship, etc.)			
Other: Work place connections not stated above.			

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**Appendix F: JA Job Shadow Day Site Observation Guide**

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12. Please complete the following table. On a scale of 1 – 10, where 1 is defined as “not at all” and 10 is “extremely,” please rate the extent to which the following workplace coordinator/host and student behaviors are observed. Add relevant comments for each activity in the comments section. If specific behaviors are observed for more than one activity, note which activities generated the strongest and weakest behaviors.

Measures	Rank or N/A	Supporting Examples/Comments
<b>Workplace Coordinator/Host Behaviors</b>		
a. The workplace coordinator/host is prepared and organized.		
b. The workplace coordinator/host is enthusiastic when interacting with the student(s).		
c. The workplace coordinator/host is easy to understand and follow.		
d. The directions given by the workplace coordinator/host are clear and easy to follow.		
e. The workplace coordinator/host encourages questions and discussion about activities.		
f. The workplace coordinator/host clearly and thoroughly answers the student(s) questions.		
g. The workplace coordinator/host engages the student(s) in work-related activities.		
h. The workplace coordinator/host encourages the student(s) to ask him/her questions about his/her work experience, job skills, etc.		
i. The workplace coordinator/host asks the student(s) about his/her(their) work experience, skills, career goals.		

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*Appendix F: JA Job Shadow Day Site Observation Guide*

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Measures	Rank or N/A	Supporting Examples/Comments
<b>Student Behaviors</b>		
j. Overall, the student(s) is engaged in the activity.		
k. The student(s) is prepared (i.e. paper and pencil for notes, resume, interview questions, etc.)		
l. The student(s) is enthusiastic when interacting with the workplace coordinator/host.		
m. The student(s) asks the workplace coordinator/host questions about the activities/tasks under discussion.		
n. The student(s) is engaged in the work-related activities introduced by the workplace coordinator/host.		
o. The student(s) seems to grasp the new skills and ideas presented.		
p. The student(s) respects the workplace coordinator/host and follows his or her instructions.		
q. The student(s) presents/discusses his/her resume with the workplace coordinator/host.		
r. The student(s) asks the workplace coordinator/host about his work experience and skills.		
s. The student is comfortable with the workplace coordinator/host.		
t. The student(s) asks questions about the company.		

13. Other observations, such as the flow of activities, level of organization and coordination of activities, ability to adjust program activities as needed (i.e. in response to unforeseen problems, poor student behavior, other).

**JA Job Shadow Program  
Workplace Host**

To assist Junior Achievement in improving its *Job Shadow Day* program, please take a few minutes to complete this survey. Thank you for your help!

**General Information about You**

1. Name: \_\_\_\_\_  
(Please note that your name is being used to track who is submitting surveys. Your responses will not be linked to your name in any way.)
2. Company/Organization Affiliation: \_\_\_\_\_
3. Job Title: \_\_\_\_\_
5. What was the name of the school the student(s) were from? \_\_\_\_\_
6. What were the grade level(s) of the student(s) who shadowed you?  
 1 9<sup>th</sup>     2 10<sup>th</sup>     3 11<sup>th</sup>     4 12<sup>th</sup>     5 Other \_\_\_\_\_
7. How many times have you volunteered for the JA Job Shadow program:  
 1 This is my first time     2 2-3     3 4-5     4 6-7     5 8 or more
8. Are you (please check one):  1 Female     2 Male
9. What is your ethnic/racial background? (Please check all that apply)  
 White/Caucasian     Hispanic/Latino     Black/African American     Asian     Pacific Islander  
 American Indian/Alaskan Native     Other (Please specify) \_\_\_\_\_

**Preparing for JA Job Shadow Day**

10. How many hours did you spend preparing for *Job Shadow Day*? \_\_\_:\_\_\_
11. Which of the following activities did you participate in to prepare for *Job Shadow Day*? And, how well did those activities prepare you?

Activities	Participation		Not Well Prepared at All	2	Somewhat Prepared	4	Extremely Well Prepared
	Yes 1	No 2					
a. Review the "Workplace Host Guidelines"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Meet and greet other workplace hosts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Brainstorm activities to align with program goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Partner with another workplace host and role play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Discuss and strategize how best to work with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Put yourself in the student's shoes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Review "Suggestions for Demonstrating Workplace Skills" and select one activity for the student shadow to perform	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Appendix G: Workplace Host/Coordinator Survey**

12. Did you or your Workplace Coordinator do any of the following to prepare for Job Shadow Day?

(Please check all that apply)

- Recruit workplace hosts
- Match hosts with students
- Help arrange student transportation
- Help prepare orientation and secure speakers
- Notify workplace hosts of the students' names
- Reserve rooms for orientation and activities
- Arrange internal publicity of Job Shadow Day
- Arrange lunch for students
- Prepare a lunch activity for students
- Conduct Job Shadow Day orientation for hosts

13. To what extent do you agree with the following statements?

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree or Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Not Applicable</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
a. I understood the objectives of Job Shadow Day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. It was easy to prepare for Job Shadow Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The time I spent preparing was just right	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I felt prepared to perform my duties as a workplace host	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I was prepared to answer all the students' work-related questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I developed a detailed agenda of the Job Shadow Day activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Please provide an explanation for those statements to which you responded “disagree” or “disagree strongly.”

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**IA Job Shadow Day**

15. Did you or the workplace coordinator do any of the following on Job Shadow Day? (Please check all that apply)

- Greet students at the designated entrance
- Conduct an orientation session
- Provide on-going assistance during the event
- Conduct a question and answer session
- Help pair students with their workplace hosts
- Conduct lunch activities
- Other \_\_\_\_\_

16. How many shadows did you host? \_\_\_\_\_

17. How long did you spend with the student shadow(s)? \_\_\_ : \_\_\_

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*Appendix G: Workplace Host/Coordinator Survey*

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18. Indicate the activities you participated in with the student shadow(s) on Job Shadow Day?

(Please check all that apply).

- |                                                                                                                                           |                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <input type="checkbox"/> <sub>1</sub> Attended a company orientation                                                                      | <input type="checkbox"/> <sub>12</sub> Attended/hosted a meeting                     |
| <input type="checkbox"/> <sub>2</sub> Took or led a company tour                                                                          | <input type="checkbox"/> <sub>13</sub> Demonstrated how to operate office equipment  |
| <input type="checkbox"/> <sub>3</sub> Saw a video about the company                                                                       | <input type="checkbox"/> <sub>14</sub> Discussed office policies                     |
| <input type="checkbox"/> <sub>4</sub> Discussed how the company is organized                                                              | <input type="checkbox"/> <sub>15</sub> Discussed office skills (i.e. telephone)      |
| <input type="checkbox"/> <sub>5</sub> Discussed how the company functions                                                                 | <input type="checkbox"/> <sub>16</sub> Discussed presentation and/or meeting skills  |
| <input type="checkbox"/> <sub>6</sub> Introduced shadow to the company's senior personnel (i.e. President, Human Resource Director, etc.) | <input type="checkbox"/> <sub>17</sub> Discussed how to dress professionally         |
| <input type="checkbox"/> <sub>7</sub> Asked the student(s) to assist me with my work                                                      | <input type="checkbox"/> <sub>18</sub> Participated in a question and answer session |
| <input type="checkbox"/> <sub>8</sub> Have student(s) observe me doing my work                                                            | <input type="checkbox"/> <sub>19</sub> Ate lunch at the company                      |
| <input type="checkbox"/> <sub>9</sub> Have student interview me                                                                           | <input type="checkbox"/> <sub>20</sub> Completed "More than Meets the Eye" Exercise  |
| <input type="checkbox"/> <sub>10</sub> Discussed the student(s) resume                                                                    | <input type="checkbox"/> <sub>21</sub> Participated in the "Wrap Up" session         |
| <input type="checkbox"/> <sub>11</sub> Allowed the student(s) to communicate with customers or clients                                    | <input type="checkbox"/> <sub>22</sub> Other _____                                   |

19. Using the numbers that correspond to the activities from the list above, please identify the two activities that made the **biggest impression** on the student shadow(s), and tell us the reason why.

(Please choose **one** activity for 19a and 19b)

a. Activity #1 that made the **biggest impression**:

This activity made the biggest impression on the student(s) because: \_\_\_\_\_

\_\_\_\_\_

b. Activity #2 that made the biggest impression:

This activity made the biggest impression on the student(s) because: \_\_\_\_\_

\_\_\_\_\_

**Post JA Job Shadow Activities**

20. Do you think the students liked the JA Job Shadow Day program? <sub>1</sub> Yes <sub>2</sub> No

21. What do you think the participating students learned from Job Shadow Day? (Please check all that apply)

- |                                                                   |                                                                            |                                                          |
|-------------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------|
| <input type="checkbox"/> Value of teamwork                        | <input type="checkbox"/> Value of an education                             | <input type="checkbox"/> Exposure to different careers   |
| <input type="checkbox"/> Learned new skills                       | <input type="checkbox"/> The importance of hard work                       | <input type="checkbox"/> Work can be fun                 |
| <input type="checkbox"/> How to run a business                    | <input type="checkbox"/> How to prepare a resume                           | <input type="checkbox"/> How to succeed in the workplace |
| <input type="checkbox"/> The importance of time-management skills | <input type="checkbox"/> The link between the classroom and the workplace. | <input type="checkbox"/> Other _____                     |
|                                                                   |                                                                            | <input type="checkbox"/> They did not learn anything     |

**Overall Experience**

22. To what extent do you agree with the following statements about JA Job Shadow Day?

I thought the <i>JA Job Shadow Day</i> was...	Strongly Disagree 1	Disagree 2	Neither Agree or Disagree 3	Agree 4	Strongly Agree 5
a. An educational and worthwhile experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. A unique opportunity for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. An experience that linked the realities of work with the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. An experience that made students feel excited about their futures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. What did you like best about the JA Job Shadow Day program?

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24. What did you like least about the JA Job Shadow Day program?

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25. What recommendations do you have for improving the JA Job Shadow Day program?

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26. Would you participate in the JA Job Shadow Day program again?

- <sub>1</sub> Yes      <sub>2</sub> No

27. Would you recommend the JA Job Shadow Day program to other employees?

- <sub>1</sub> Yes      <sub>2</sub> No

28. On a scale of 1 to 10 where 1 equals "Not at all satisfied" and 10 equals "Extremely Satisfied", how satisfied were you with the *JA Job Shadow* program? \_\_\_\_\_

**Thank You!**

Student Name \_\_\_\_\_ Date \_\_\_\_\_

## JA Job Shadow Program Student Survey

To assist Junior Achievement in improving the Job Shadow Program, please take a few minutes to complete this survey. Thank you for your help!

### Information about You and Your School

1. What is the name of your school? \_\_\_\_\_
2. What grade are you in? (please check one)  1 9<sup>th</sup>     2 10<sup>th</sup>     3 11<sup>th</sup>     4 12<sup>th</sup>     5 Other \_\_\_\_\_
3. How old are you? \_\_\_\_\_
4. Are you (please check one):  1 Female     2 Male
5. What is your ethnic/racial background? (Please check all that apply)  
 White/Caucasian     Hispanic/Latino     Black/African American     Asian/Pacific Islander  
 American Indian/Alaskan Native     Other (Please specify) \_\_\_\_\_
6. Throughout your education, how many JA programs have you participated in, **not** including JA Job Shadow:  
 1 0, this is my first JA program     2 1-2     3 3-4     4 5-6     4 7 or more
7. How would you describe your participation in JA Job Shadow Day?  
 1 As part of a class     2 As part of a school group     3 As an individual     4 Other \_\_\_\_\_

### Preparation for Job Shadow Day

8. How many class meetings did you spend preparing for Job Shadow Day?  
 1 None     2 1-2     3 3-4     4 5 or more
9. Which of the following activities did you participate in to prepare for JA Job Shadow Day? And, how well did those activities prepare you?

Activities	Participation		Not Well Prepared at All 1	2	Somewhat Prepared 3	4	Extremely Well Prepared 5
	Yes 1	No 2					
a. Introduction to JA Job Shadow Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Business Etiquette	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Discussions about Career Clusters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Role Playing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Job Shadow Expectations Sheet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Personal Skills Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Mock Interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Resume Preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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*Appendix H: Student Survey*

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10. Overall, what did you think about the length of the preparation activities you participated in?

- <sub>1</sub> Too short    <sub>2</sub> Just right    <sub>3</sub> Too long

11. Overall, what did you think about the information you learned about in the preparation activities?

- <sub>1</sub> Too easy    <sub>2</sub> Just right    <sub>3</sub> Too hard

**Job Shadow Day**

12. Did you shadow as part of a group?

- <sub>1</sub> Yes    <sub>2</sub> No (Go to Q14)

13. If yes, how many people were in your group?

- <sub>1</sub> 2-4    <sub>2</sub> 5-7    <sub>3</sub> 8-10    <sub>4</sub> 10 or more

14. How long did you spend at the workplace site?

- <sub>1</sub> 1-2 hours    <sub>2</sub> 3-4 hours    <sub>3</sub> 5-6 hours    <sub>4</sub> 7 or more hours

15. Was the time spent at the work site:

- <sub>1</sub> Too short    <sub>2</sub> Just right    <sub>3</sub> Too long

16. Which of the following activities did you participate in on Job Shadow Day? (*Please check all that apply*)

- |                                                                                                                          |                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| <input type="checkbox"/> <sub>1</sub> Participated in a company orientation                                              | <input type="checkbox"/> <sub>12</sub> Attended a meeting                          |
| <input type="checkbox"/> <sub>2</sub> Took a company tour                                                                | <input type="checkbox"/> <sub>13</sub> Operated office equipment                   |
| <input type="checkbox"/> <sub>3</sub> Saw a video about the company                                                      | <input type="checkbox"/> <sub>14</sub> Learned about office policies               |
| <input type="checkbox"/> <sub>4</sub> Learned how the company is organized                                               | <input type="checkbox"/> <sub>15</sub> Learned office skills (i.e. telephone)      |
| <input type="checkbox"/> <sub>5</sub> Learned how the company functions                                                  | <input type="checkbox"/> <sub>16</sub> Learned presentation and/or meeting skills  |
| <input type="checkbox"/> <sub>6</sub> Met the company's senior personnel (i.e. President, Human Resource Director, etc.) | <input type="checkbox"/> <sub>17</sub> Learned how to dress in professional attire |
| <input type="checkbox"/> <sub>7</sub> Assisted an employee with their work                                               | <input type="checkbox"/> <sub>18</sub> Participated in a question & answer session |
| <input type="checkbox"/> <sub>8</sub> Observed an employee doing his/her job                                             | <input type="checkbox"/> <sub>19</sub> Ate lunch at the company                    |
| <input type="checkbox"/> <sub>9</sub> Interviewed a company employee                                                     | <input type="checkbox"/> <sub>20</sub> Completed "More than Meets the Eye"         |
| <input type="checkbox"/> <sub>10</sub> Shared my resume with a company employee                                          | <input type="checkbox"/> <sub>21</sub> Participated in the "Wrap Up" session       |
| <input type="checkbox"/> <sub>11</sub> Communicated with company customers or clients                                    | <input type="checkbox"/> <sub>22</sub> Other _____                                 |

17. Using the numbers that correspond to the activities from the list above, please write down your two **favorite** activities and tell us the reason why.

a. Favorite #1:

This is one of my favorite activities because: \_\_\_\_\_

\_\_\_\_\_

b. Favorite #2:

This is another one of my favorite activities because: \_\_\_\_\_

\_\_\_\_\_

18. From the same list of activities, please write down your two **least favorite** activities and tell us the reason why.

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**Appendix H: Student Survey**

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a. Least Favorite #1:

This is one of my least favorite activities because: \_\_\_\_\_

\_\_\_\_\_

b. Least Favorite #2:

This is another one of my least favorite activities because: \_\_\_\_\_

\_\_\_\_\_

19. What was your overall impression of the workplace host? *(Please check all that apply)*

- |                                                                                              |                                                                                      |
|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <input type="checkbox"/> <sub>1</sub> Host showed a desire to work with students             | <input type="checkbox"/> <sub>10</sub> Host was helpful                              |
| <input type="checkbox"/> <sub>2</sub> Host taught me a lot of new things                     | <input type="checkbox"/> <sub>11</sub> Host helped me understand needed job skills   |
| <input type="checkbox"/> <sub>3</sub> Host communicated openly and without judgment          | <input type="checkbox"/> <sub>12</sub> Host was organized                            |
| <input type="checkbox"/> <sub>4</sub> Host was interested in my career goals                 | <input type="checkbox"/> <sub>13</sub> Host explained work responsibilities          |
| <input type="checkbox"/> <sub>5</sub> Host demonstrated effective work methods               | <input type="checkbox"/> <sub>14</sub> Host answered all my questions                |
| <input type="checkbox"/> <sub>6</sub> Host explained office policies and procedures          | <input type="checkbox"/> <sub>15</sub> Host explained office policies and procedures |
| <input type="checkbox"/> <sub>7</sub> Host provided a variety of activities                  | <input type="checkbox"/> <sub>16</sub> Host was prepared for my visit                |
| <input type="checkbox"/> <sub>8</sub> Host worked well with persons of different backgrounds | <input type="checkbox"/> <sub>17</sub> Other _____                                   |
| <input type="checkbox"/> <sub>9</sub> Host made the information interesting                  |                                                                                      |

20. What was your overall impression of the company?

- <sub>1</sub> I learned a lot about the company
- <sub>2</sub> I did not learn anything new about the company
- <sub>3</sub> I was not interested in the company

**Post-Job Shadow Day**

21. Which of the following activities did you participate in after JA Job Shadow Day? And, how useful were those activities?

Activities	Participation		Not Useful at All		Somewhat Useful		Extremely Useful
	Yes 1	No 2	1	2	3	4	5
a. Completed the post-Job Shadow Day evaluation form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Developed a Personal Action Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Wrote a thank you note to the workplace host	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Program Impact**

22. To what extent do you agree with the following statements below?

	<b>Strongly Disagree 1</b>	<b>Disagree 2</b>	<b>Neither Agree or Disagree 3</b>	<b>Agree 4</b>	<b>Strongly Agree 5</b>
The JA Job Shadow program....					
a. Made me think about my career options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Made me think about the types of jobs I would enjoy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Made me think about the types of jobs I would be good at	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Increased my desire to stay in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Made me think seriously about going to college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Increased my understanding of what it takes to get a job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Made me realize how important education is to getting a good job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Increased my understanding of how businesses operate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. What did you learn from the JA Job Shadow Program? (Please check all that apply)

- |                                                             |                                                                   |                                                                     |
|-------------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------------------|
| <input type="checkbox"/> <sub>1</sub> Value of teamwork     | <input type="checkbox"/> <sub>4</sub> Value of an education       | <input type="checkbox"/> <sub>7</sub> Exposure to different careers |
| <input type="checkbox"/> <sub>2</sub> New skills            | <input type="checkbox"/> <sub>5</sub> The importance of hard work | <input type="checkbox"/> <sub>8</sub> Work can be fun               |
| <input type="checkbox"/> <sub>3</sub> How to run a business | <input type="checkbox"/> <sub>6</sub> How to prepare a resume     | <input type="checkbox"/> <sub>9</sub> Other _____                   |
|                                                             |                                                                   | <input type="checkbox"/> <sub>10</sub> I did not learn anything     |

**Overall Experience**

24. What did you like **most** about the JA Job Shadow program?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

25. What did you like **least** about this program?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

26. If there were one thing you could change about the JA Job Shadow program, what would it be?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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*Appendix H: Student Survey*

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27. Would you recommend this program to a friend?      <sub>1</sub> Yes      <sub>2</sub> No

28. If no, why not?

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29. On a scale of 1 to 10, with 10 being the highest, how satisfied were you with the *JA Job Shadow* program? \_\_\_\_\_

## JA Job Shadow Program Teacher Survey

To assist Junior Achievement in improving its *Job Shadow* program, please take a few minutes to complete this survey. Thank you for your help!

### **General Information about You and Your School**

1. Name: \_\_\_\_\_  
(Please note that your name is being used to track who is submitting surveys. Your responses will not be linked to your name in any way.)
2. School Name \_\_\_\_\_
3. How many students from your class participated? \_\_\_\_\_
4. What grade level(s) participated?     1 9<sup>th</sup>     2 10<sup>th</sup>     3 11<sup>th</sup>     4 12<sup>th</sup>     5 Other \_\_\_\_\_
5. How did your student(s) participate?  
 1 As part of a class     2 As part of a school group     3 As an individual     4 Other \_\_\_\_\_
6. How many JA programs have you participated in, not including JA Job Shadow:  
 1 0, this is my first JA program     2 1-2     3 3-4     4 5-6     5 7 or more
7. How many years have you been teaching at this school? \_\_\_\_\_
8. How many years have you been teaching? \_\_\_\_\_
9. What subjects do you teach? (*Please check all that apply*)  
 Mathematics     Economics     Science     English  
 Social Studies     History     Other (Please specify) \_\_\_\_\_
10. Are you (*please check one*):  1 Female     2 Male
11. What is your ethnic/racial background? (*Please check all that apply*)  
 White/Caucasian     Hispanic/Latino     Black/African American     Asian     Pacific Islander  
 American Indian/Alaskan Native     Other (Please specify) \_\_\_\_\_

### **Preparing for Job Shadow Day**

12. Did you attend an orientation session at the work site?  
 1 Yes     2 No

**Appendix I: Teacher Survey**

13. Which of the following activities did you conduct in your classroom to prepare your students for JA Job Shadow Day? How well did those activities prepare your students?

Preparation Activities	Participation		Not Well at All 1	2	Somewhat 3	4	Extremely Well 5
	Yes 1	No 2					
a. Introduction to JA Job Shadow Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Business Etiquette	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Discussions about Career Clusters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Role Playing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Job Shadow Expectations Sheet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Personal Skills Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Mock Interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Resume Preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. How many class meetings did you spend preparing your students for the Job Shadow Day?

1 None    2 1-2    3 3-4    4 5 or more

15. Did you provide the workplace coordinator with descriptions of participating students?

1 Yes(Go to Q17)    2 No

16. If no, please explain.

\_\_\_\_\_

\_\_\_\_\_

17. To what extent do you agree with the following statements?

	Strongly Disagree 1	Disagree 2	Neither Agree or Disagree 3	Agree 4	Strongly Agree 5	Not Applicable 6
a. The <i>How To Guide</i> was a useful tool for preparing my students for Job Shadow Day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The preparation activities in the <i>How To Guide</i> were easy to implement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The preparation activities in the <i>How To Guide</i> took too long to complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The students enjoyed the preparation activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**JA Job Shadow Day**

18. Did the workplace coordinator provide you with general background on the workplace you visited?

1 Yes    2 No

19. Who arranged students' transportation to the workplace? (Please check all that apply)

1 I did

**Appendix I: Teacher Survey**

- <sub>2</sub> The principal of the school
- <sub>3</sub> Another person at the school: \_\_\_\_\_ (Please indicate the title of the person)
- <sub>4</sub> The workplace coordinator
- <sub>5</sub> Other \_\_\_\_\_

20. To what extent do you agree with the following statements?

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree	Not Applicable
	1	2	3	4	5	6
a. Student transportation to and from workplace was well organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Student transportation to and from workplace was easily facilitated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Student transportation to and from workplace was safe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Student transportation to and from workplace was timely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. You knew where the students were at all times during the course of JA Job Shadow Day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Students were chaperoned by an adult at all times during JA Job Shadow Day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. Did you accompany the students to Job Shadow Day at the workplace?  
<sub>1</sub> Yes      <sub>2</sub> No (Skip to Q29)
22. Did the students shadow as part of a group?  
<sub>1</sub> Yes      <sub>2</sub> No (Go to Q24)
23. If yes, how many people were in each group?  
<sub>1</sub> 2-4      <sub>2</sub> 5-7      <sub>3</sub> 8-10      <sub>4</sub> 11 or more
24. How long did you spend at the workplace site?  
<sub>1</sub> 1-2 hours    <sub>2</sub> 3-4 hours    <sub>3</sub> 5-6 hours    <sub>4</sub> 7 or more hours
25. Was the time spent at the work site:  
<sub>1</sub> Too short    <sub>2</sub> Just right    <sub>3</sub> Too long
26. What was your overall impression of the workplace host? *(Please check all that apply)*
- <sub>1</sub> Host showed a desire to work with students
  - <sub>2</sub> Host taught the students a lot of new things
  - <sub>3</sub> Host communicated openly and without judgment
  - <sub>4</sub> Host was interested in students' career goals
  - <sub>5</sub> Host demonstrated effective work methods
  - <sub>6</sub> Host explained office policies and procedures
  - <sub>7</sub> Host provided a variety of activities
  - <sub>8</sub> Host worked well with persons of different backgrounds
  - <sub>9</sub> Host made the information interesting
  - <sub>10</sub> Host was helpful
  - <sub>11</sub> Host helped students understand needed job skills
  - <sub>12</sub> Host was organized
  - <sub>13</sub> Host explained work responsibilities
  - <sub>14</sub> Host answered all the students' questions
  - <sub>15</sub> Host explained office policies and procedures
  - <sub>16</sub> Host was prepared for the students
  - <sub>17</sub> Other \_\_\_\_\_

Appendix I: Teacher Survey

27. To what extent do you agree with the following statements about Job Shadow Day?

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree or Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Not Observed</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
a. The workplace was prepared for our visit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The workplace accommodated students' interests well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Students were engaged in the day's activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Students seemed interested in what their hosts had to tell and show them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The day ran smoothly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. My overall impression of the workplace was positive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The How To Guide prepared me well for the day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. Please explain those statements with which you "disagree" or "disagree strongly."

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**Post Job Shadow Day Activities**

29. Which of the following activities did you conduct with your students after JA Job Shadow Day? And, how useful were those activities?

<b>Activities</b>	<b>Participation</b>		<b>Not Useful at All</b>		<b>Somewhat Useful</b>		<b>Extremely Useful</b>
	<b>Yes</b>	<b>No</b>					
	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
a. Completed the post-Job Shadow Day evaluation form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Developed a Personal Action Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Wrote a thank you note to the workplace host	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Appendix I: Teacher Survey**

30. To what extent do you agree with the following statements about the How To Guide?

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree or Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Not Applicable</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
a. The How To Guide was a useful as a post-Job Shadow Day tool for my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The follow-up activities in the How To Guide were easy to implement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The follow-up activities in the How To Guide took too long to complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The students enjoyed the follow-up activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Program Impact**

31. To what extent do you agree with the following statements about the changes in your students' attitudes?

<b>The JA Job Shadow program....</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree or Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
a. Made my students think about career options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Made my students think about the types of jobs they would enjoy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Made my students think about the types of jobs they would be good at	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Increased my students' desire to stay in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Made my students think seriously about going to college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Increased my students' understanding of what it takes to get a job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Made my students realize how important education is to getting a good job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Increased my students' understanding of how businesses operate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

32. What have your students' learned from the JA Job Shadow Program? (Please check all that apply)

- Value of teamwork
- Value of an education
- Exposure to different careers
- Learned new skills
- The importance of hard work
- Work can be fun
- How to run a business
- How to prepare a resume
- Other \_\_\_\_\_
- They did not learn anything

**(CONTINUED ON THE NEXT PAGE)**

**Overall Experience**

33. To what extent do you agree with the following statements about JA Job Shadow Day?

Teachers thought the JA Job Shadow Day was...	Strongly Disagree 1	Disagree 2	Neither Agree or Disagree 3	Agree 4	Strongly Agree 5
a. An educational and worthwhile experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. A unique opportunity for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. An experience that linked the realities of work with the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. An experience that made students feel excited about their futures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

34. What did you like best about the JA Job Shadow program?

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35. What did you like least about the JA Job Shadow program?

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36. What did you like most about the How To Guide?

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37. What did you like least about the How To Guide?

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38. What recommendations do you have for improving the How To Guide?

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39. What recommendations do you have for improving the JA Job Shadow program?

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40. Would you participate in the JA Job Shadow program again?

<sub>1</sub> Yes      <sub>2</sub> No

41. Would you recommend the JA Job Shadow program to other teachers?

<sub>1</sub> Yes      <sub>2</sub> No

42. On a scale of 1 to 10 where 1 equals "Not at all satisfied" and 10 equals "Extremely satisfied," how satisfied were you with the JA Job Shadow program? \_\_\_\_\_

**Thank you !**

**JA Job Shadow Program  
JA Area Office Survey (Online)**

To assist Junior Achievement in improving its *Job Shadow Day* program, please take a few minutes to complete this survey. Thank you for your help!

**General Information about You**

1. Name of person completing the survey: \_\_\_\_\_  
(Please note that your name is being used to track who is submitting surveys. Your responses will not be linked to your name in any way.)
2. Job Title: \_\_\_\_\_
3. Area Office: \_\_\_\_\_

**Preparation for JA Job Shadow Day**

(Please fill in the blanks with a number)

4. \_\_\_\_\_ out of \_\_\_\_\_ (total number of companies participating) hosted a *Job Shadow Day* orientation session at the workplace for the participating schools.
5. Who served as the primary contact with the schools to prepare for *JA Job Shadow Day*?  
 Workplace coordinator       JA Area Office staff
6. In general, how well did the workplace coordinators work with the participating schools/teachers to coordinate *JA Job Shadow Day*?  
 Did not work at all well with the schools to coordinate *JA Job Shadow Day*  
 Worked poorly with the schools to coordinate *JA Job Shadow Day*  
 Worked well with the schools to coordinate *JA Job Shadow Day*  
 Worked very well with the schools to coordinate *JA Job Shadow Day*
7. Who took care of the tasks listed below to coordinate *JA Job Shadow Day* (Check all that apply)?

Activities	JA Area Office Staff	Workplace Coordinator	Our School (teachers, principal, other)
a. Acted as the link between the school, JA Area Office, and company.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Communicated with administrators/teachers at your school about <i>Job Shadow Day</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Helped to coordinate students' transportation to and from the workplace site.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Provided schools with information about the workplace site.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Provided schools with an agenda for the day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Matched workplace hosts with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Helped to coordinate students' lunch.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Adequately recruited workplace hosts for <i>Job Shadow Day</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Appendix J: JA Area Office Survey**

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8. What was the greatest challenge your Area Office faced coordinating and preparing for JA Job Shadow Day?

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9. What recommendations do you have for improving the coordination and preparation for JA Job Shadow Day?

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**Job Shadow Day**

10. Do JA Area staff attend the majority of the Job Shadow Day(s)? <sub>1</sub> Yes <sub>2</sub> No

11. Did you attend a JA Shadow Day(s) this year? <sub>1</sub> Yes <sub>2</sub> No (Go to Q14)

12. If yes, to what extent do you agree with the following statements about the Job Shadow Day(s) you participated in?

Overall,....	Strongly Disagree 1	Disagree 2	Neither Agree or Disagree 3	Agree 4	Strongly Agree 5	Not Observed 6
a. The workplaces visited were prepared for the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The workplaces visited accommodated students' interests well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Students were engaged in the day's activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Students seemed interested in what their hosts had to tell and show them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Our staff's overall impression of the workplaces visited were positive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Please explain those statements with which you "disagree" or "disagree strongly."

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Appendix J: JA Area Office Survey

**The How To Guide**

14. Did you use the *How To Guide*? <sub>1</sub> Yes <sub>2</sub> No

15. To what extent do you agree with the following statements about the *JA How To Guide*?

Overall,....	Strongly Disagree 1	Disagree 2	Neither Agree or Disagree 3	Agree 4	Strongly Agree 5	Not Observed 6
a. The <i>How To Guide</i> for employers and teachers is clear and easy to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The <i>How To Guide</i> for employers provided a useful outline for <i>JA Job Shadow Day</i> activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The teachers found the <i>How To Guide</i> to be a useful tool to prepare for <i>JA Job Shadow Day</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The workplace coordinators/hosts found the <i>How To Guide</i> to be a useful tool to prepare for <i>JA Job Shadow Day</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Students liked the suggested <i>How To Guide</i> preparation activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Teachers found the preparation activities in the <i>How To Guide</i> easy to implement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Workplace coordinators/hosts found the preparation activities in the <i>How To Guide</i> easy to implement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Please explain those statements with which you “disagree” or “disagree strongly.”

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17. How could JA make the *How To Guide* better? (Please check all that apply)

- Prettier graphics   
  Brighter colors   
  Easier to understand   
  Add more materials  
 Other (Please specify) \_\_\_\_\_

18. What did you like the most about the *How To Guide*? Why?

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19. What did you like least? Why?

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20. What recommendations do you have for the *How To Guide*?

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*Appendix J: JA Area Office Survey*

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**Overall Experience**

21. To what extent do you agree with the following statements?

1 = Strongly Agree    2 = Agree    3 = Disagree    4 = Strongly Disagree    5 = I Don't Know/Not Sure

Overall, ...	1	2	3	4	5
Students enjoyed the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students were interested in and engaged by the program's topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers liked the program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers found the program to be worthwhile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers recognized the program's benefits to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School principals liked the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School principals recognized the program's benefits to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The workplace coordinators & hosts were very accommodating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. Please provide an explanation for those statements to which you responded "disagree" or "disagree strongly."

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23. What do you like the most about the *JA Job Shadow* program?

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24. What do you like the least about the *JA Job Shadow* program?

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25. What recommendations do you have for the *JA Job Shadow Program* overall?

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26. Using the following five-point scale, please rate the quality of the program overall.

<sub>1</sub> Excellent      <sub>2</sub> Very Good      <sub>3</sub> Good      <sub>4</sub> Average      <sub>5</sub> Poor

**Thank you!**

**JA Job Shadow Program  
School Administrator Survey**

To assist Junior Achievement in improving its *Job Shadow* program, please take a few minutes to complete this survey. Thank you for your help!

**General Information about You and Your School**

1. Name: \_\_\_\_\_  
(Please note that your name is being used to track who is submitting surveys. Your responses will not be linked to your name in any way.)
2. Job Title: \_\_\_\_\_
3. School Name: \_\_\_\_\_
4. How many years have you been an administrator at this school? \_\_\_\_\_
5. How many years have you been a school administrator? \_\_\_\_\_
6. Are you (*please check one*): <sub>1</sub> Female <sub>2</sub> Male
7. What is your ethnic/racial background? (*Please check all that apply*)  
 White/Caucasian    Hispanic/Latino    Black/African American    Asian    Pacific Islander  
 American Indian/Alaskan Native    Other (Please specify) \_\_\_\_\_

**Work/Career Development**

8. Do you have any current work/career development programs at your school? <sub>1</sub> Yes   <sub>2</sub> No
9. If yes please explain below:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
10. Does your school use career development curricula? <sub>1</sub> Yes   <sub>2</sub> No
11. If yes, please list or explain below:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
12. What types of career development assistance are needed at your school?  
 Career Counselor  
 College Counselor  
 College Catalog/literature  
 SAT/ACT test preparation  
 Literature about various career options  
 Other \_\_\_\_\_

**Benefits to a Career Development Program**

13. Do you think a career development program would benefit the students at your school?  
<sub>1</sub> Yes (Skip to Q15) <sub>2</sub> No
14. If no, please explain \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
15. What are the benefits of a career development program for your students? (Please check all that apply)
- Exposure to different career options
  - Opportunities to think about jobs they might be good at
  - Increases the desire to stay in school
  - Opportunities to think seriously about going to college
  - Develop a deeper understanding of what it takes to get a job
  - Realize how important education is to getting a good job
  - Develop a deeper understanding of how businesses operate
  - Begin to recognize the value of an education
  - Learn to value teamwork
  - Learn job-related skills
  - Learn the importance of hard work
  - Other \_\_\_\_\_
  - N/A
16. What grade level(s) do you think would benefit most from a career development program at your school?  
(Please check all that apply)
- 8<sup>th</sup>       9<sup>th</sup>       10<sup>th</sup>       11<sup>th</sup>       12<sup>th</sup>       Other \_\_\_\_\_       None
17. Do you think a career development program would benefit the teachers at your school? <sub>1</sub> Yes (Skip to Q19) <sub>2</sub> No
18. If no, please explain \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
19. What are the benefits of a career development program to teachers? (Please check all that apply)
- Provides an educational experience for teachers
  - Allows teachers to remain current about career options
  - Enhances the quality of teaching
  - Supports the professional growth of teachers
  - Other \_\_\_\_\_
  - N/A
20. Do you think a career development program would benefit your school overall?  
<sub>1</sub> Yes (If yes, skip to Q22) <sub>2</sub> No
21. If no, please explain \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
22. What are the benefits of a career development program to your school? (Please check all that apply)
- Allows for an enriched curriculum
  - Brings the real world into the school experience
  - Improves students' attitudes, in general
  - Raises the reputation of our school in the community
  - Other \_\_\_\_\_
  - N/A

23. Do you think your teachers would be interested in a career development program at your school? <sub>1</sub> Yes <sub>2</sub> No
24. Do you think your students would be interested in a career development program at your school? <sub>1</sub> Yes <sub>2</sub> No
25. Would you be interested in a career development program at your school? <sub>1</sub> Yes <sub>2</sub> No

**JA Job Shadow Program Awareness**

26. Do you know about JA? <sub>1</sub> Yes <sub>2</sub> No
27. JA provides high-quality career exploration programs, at no cost to your school. Would you be willing to participate in any of these programs? <sub>1</sub> Yes (If yes, skip to Q29) <sub>2</sub> No
28. If no, please explain \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
29. Were you aware that JA programs are offered at your school? <sub>1</sub> Yes <sub>2</sub> No (If no, skip to Q31)
30. If yes, how many JA programs has your school participated in? \_\_\_\_\_
31. Do you know about the JA Job Shadow Program? <sub>1</sub> Yes <sub>2</sub> No (If no, skip to Q38)
32. If yes, has your school ever participated in the *JA Job Shadow* program? <sub>1</sub> Yes <sub>2</sub> No (If no, skip to Q38)
33. If yes, how many times has your school participated in the JA Job Shadow program, including this one? \_\_\_\_\_
34. What do you like the most about the *JA Job Shadow* program?  
\_\_\_\_\_  
\_\_\_\_\_
35. What do you like the least about the *JA Job Shadow* program?  
\_\_\_\_\_  
\_\_\_\_\_
36. What recommendations do you have for improving the *JA Job Shadow* program?  
\_\_\_\_\_  
\_\_\_\_\_
37. Please rate the quality of the *JA Job Shadow* program overall.  
<sub>1</sub> Excellent      <sub>2</sub> Very Good      <sub>3</sub> Good      <sub>4</sub> Average      <sub>5</sub> Poor
38. Would you be willing to participate in next year's *JA Job Shadow* program? <sub>1</sub> Yes (If yes, please stop here) <sub>2</sub> No
39. If no, please explain \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Thank you!**

**Figure 1: JA Job Shadow Day Logistical Duties  
(n = 5)**

<b>Questions:</b>	<b>JA Area Office Staff</b>	<b>Workplace Coordinator</b>	<b>School Personnel</b>	<b>Other</b>
Who acted as the link between the school, JA Area Office and company?	5	0	0	1
Who communicated with administration/teachers at your school about Job Shadow Day?	5	1	0	0
Who provided schools with information about the workplace site?	5	0	0	0
Who helped to coordinate students' transportation to and from the workplace site?	3	1	4	0
Who matched Workplace Hosts with students?	3	3	0	3
Who provided schools with an agenda for the day?	3	4	0	0
Who helped to coordinate students' lunch?	2	5	0	0