TAKE A PATRIOT TO WORK DAY

by

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# Table of Content

**Section 1: Research**
- Scholarly Research ................................................................. pg. 4
- George Mason University Statistics ........................................ pg. 22
- Benchmarking Research ........................................................... pg. 23

**Section 2: Logistics**
- Timeline .................................................................................... pg. 25
- Registration Processes ............................................................... pg. 27

**Section 3: Marketing**
- Marketing Flyers ................................................................. pg. 33
- Website Content ................................................................. pg. 36
- Communication Templates ..................................................... pg. 38
- Media Plan ............................................................................. pg. 41

**Section 4: Student Preparation**
- Orientation Content ............................................................. pg. 43
- Informational Interview Questions ........................................ pg. 48

**Section 5: Wrap-Up**
- Assessments ........................................................................ pg. 51
- Agenda for Debrief Meeting with University Career Services ...... pg. 53
Research Section
Take A Patriot to Work Day: Scholarly Research Supporting the Need for a Job Shadowing Program

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Introduction

Two-thirds of college freshmen change their mind about their majors and/or career paths during their initial year of school, which indicates that a career exploration process is important for the majority of first year students (Texas State University-San Marcos, 2010). Research has found that students who have specific job-related career goals while in college have a very high determination towards completing and graduating from college (Hull-Blanks et al., 2005; Morisano et al., 2010; Willcoxson & Wynder, 2010). In contrast, students who do not have specific career goals can have significantly less drive and determination towards graduation (Hull-Blanks et al., 2005; Morisano et al., 2010; Willcoxson & Wynder, 2010). Several college personnel professionals have conducted studies and written articles offering suggestions on how to prepare students for their career exploration so that they not only graduate, but also do so in a timely manner (Hull-Blanks et al., 2005; Macera & Cohen, 2006; Perrone, Zanardelli, & Chartrand, 2002). In fact, several studies have demonstrated that by helping students with their career exploration, they become more focused in school, which increases their chance of a successful and timely graduation (Hull-Blanks et al., 2005; Morrow & Ackermann, 2012; Willcoxson & Wynder, 2010). If there is such a strong tie between career goals and college completion among students, college professionals should look into ways to further help students explore and identify their career goals so they stay on track to graduate.

According to the current literature, there are several methods to help students with career exploration and preparation, including having students participate in experiential learning programs (Chi & Gursoy, 2009). Job shadowing is a type of experiential learning, but little research has been done on job shadowing at the collegiate level. The objective of this research project is to discuss the effects of job shadowing programs, especially when first-and-second-year
students who are unclear about their career goals, participate in them early on in their college career. Specifically, my research will show how job shadowing programs can help students define their career exploration process in order to keep them on track for a timely graduation within four to six years.

**Purpose and Significance of the Project**

There are several reasons why implementing a job shadowing program specifically at George Mason University (Mason), entitled “Take a Patriot to Work Day,” is important. I will tie each of these reasons to Mason’s new strategic plan in order to provide greater emphasis on the importance and connect the significance of the program back to the University’s priorities. In late 2013, Mason’s President, Dr. Ángel Cabrera, released the 2014-2024 ten-year strategic plan for the university. At the beginning of the document, Dr. Cabrera asks a key question: “How will George Mason University best serve our students, our community, and the broader global society over the next decade?” (George Mason University, 2013, pg. 1). Throughout the document, Dr. Cabrera and members of the Mason community laid out goals for the university pertaining to each of the audience groups listed in the initial question. For students, the strategic plan goals include, “innovative learning, accessible pathways, [and] return on investment” (George Mason University, 2013, pg. 10). The primary initiative within the first goal of innovative learning focuses around providing experiential learning opportunities for all Mason students (George Mason University, 2013). Job shadowing is a low-commitment form of experiential learning because the program will only last one day each year at Mason and will be a great way to introduce students to a type of experiential learning beginning in their freshman or first year at the university. Although job shadowing programs typically do not provide as much hands-on learning opportunities as internships and co-op programs, “Take a Patriot to Work Day” will provide a meaningful first
experience for Mason students in order to familiarize themselves with the concept of experiential learning. For example, students who participate in the job shadowing program will be able to observe the culture of the company where they visit and see the day-to-day tasks involved in a certain job function. In addition, Mason faculty and staff will be able to easily talk about the importance of experiential learning as a whole when they promote “Take a Patriot to Work Day” as a signature Mason program to prospective students and their parents and then reinforce the conversation again as early as Orientation.

Another goal targeting students in the strategic plan is return on investment, with initiatives to, “create systems to assess and showcase workplace competencies [and] establish innovative partnerships with employers to support career readiness and strengthen career-support services for students and alumni” (George Mason University, 2013, pg. 14). As part of the job shadowing program, local employers, including Mason alumni, will be invited to host one or more students to shadow, or observe, them for a day. “Take a Patriot to Work Day” will be another easy way for employers in the community to build a recruitment pipeline of talented Mason students while allowing the students to see what skills are necessary to be successful in a potential future career. By housing the program within University Career Services (UCS), UCS staff will hold a mandatory orientation for students participating in the job shadowing program. The orientation will not only ensure that they are receiving proper training in workplace professionalism, but also highlight resources available to Mason students throughout their career exploration process.

Another one of the goals in Mason’s strategic plan for the community includes having “100,000 career-ready graduates” by “focusing on retention strategies to improve graduation rates and reduce the time it takes to attain a degree” (George Mason University, 2013, pg. 16). This particular goal perfectly mirrors the objective of the project proposal. As previously mentioned,
when students have career-related goals, they have an increased chance to not only graduate, but also to do so in a timely manner (Hull-Blanks et al., 2005). As the literature review will show in more detail, job shadowing is a career exploration tool that can help students create tangible career goals (Chi & Gursoy, 2009), which should assist in retention efforts to keep them on track to graduate on time.

Two additional goals that the strategic plan lists for the community include “innovation engine [and] community builder” (George Mason University, 2013, pg. 10), which entails producing talent for the community and building stronger relationships with the community (George Mason University, 2013). “Take a Patriot to Work Day” will be open to employers across all industries, including technology start-ups, accounting firms, school systems and government agencies, to name a few. Employers are only committing to letting a Mason student shadow them for one day, but the impact has the potential for lasting results. For example, the job shadowing program is a great way for employers in the local community to brand their name on Mason’s campus and potentially find future interns or entry-level hires out of the students shadowing them, thus building their recruitment pipeline. By connecting Mason students and employers, this program will help to develop and strengthen the community relationships between local companies and George Mason University. Furthermore, students participating in the program will be better prepared for the workplace after their shadowing experience because they will have seen first-hand, and potentially discussed with their host employer, what skills and competencies are necessary to be successful in their desired work environment.

The final stated goal of the strategic plan is to, “build a global learning platform through partnerships” (George Mason University, 2013, pg. 26). Immediately this goal could be met by introducing Mason’s international students on the Virginia campuses to local employers through
the job shadowing program. In addition, domestic and international students at Mason may have the opportunity to shadow global employers who have an office in the local area. After completing the pilot year of “Take a Patriot to Work Day,” perhaps University Career Services can look into expanding the program to Mason’s Songdo campus in Korea and/or working with the Center for Global Education to provide job shadowing opportunities for Mason students studying abroad in other countries. Mason’s new strategic plan clearly focuses on building career-ready graduates who will not only graduate within six years, but will also make a positive impact on the local and global community (George Mason University, 2013). “Take a Patriot to Work Day,” Mason’s one-day job shadowing program, will be an important program to help students explore potential careers of interest and point them in the right direction to create career-related goals and graduate in a timely manner.

**Literature Review**

**Introduction**

The following sections will review three areas of research that are important to consider before building a job shadowing program at George Mason University. The first section will look at two career exploration theories, the social cognitive career theory and Holland’s theory, to set the framework for how students can navigate career paths that will be the best fit for them and to tie this project with those theoretical frameworks. The next section will look specifically at the limited research available around job shadowing programs and the attributes associated with this type of program. Finally, the last section will highlight research around retention factors, and how engagement and goal setting can keep students on track to graduate.

**Career Exploration Theories**
When researching career exploration tools, it is important to not only look at the programs and activities, but also the theories supporting these tools. The Social Cognitive Career Theory (SCCT) developed by Lent, Brown and Hackett (1994) provides a theoretical framework for understanding how people develop interests related to careers, how they make career choices, and how they achieve career success. These actions are accomplished mainly through three methods, adapted from Bandura (1986): self-efficacy, outcome expectations, and goals. Self-efficacy is the belief people have about their ability to complete specific tasks. People can develop their sense of self-efficacy through a few different ways including seeing themselves complete a task and learning by watching others complete a task. Outcome expectations are beliefs about the outcomes of performing specific tasks or behaviors. They are usually formed through past experiences, whether physically experienced or merely observed. Finally, personal goals are related to persistence and determination to engage in specific activities or future plans. Goals, such as career goals, can help to organize a person’s behavior (Harris-Bowlsbey & Niles, 2009). In SCCT, career interests are shaped by a person’s self-efficacy and an outcome expectation, meaning that people will form specific and lasting interests in activities when they experience high personal competency and positive outcomes. Self-efficacy beliefs and outcome expectations can shape a person’s interests, goals, actions and even eventually what he or she attains. College student personnel and faculty members have the opportunity to positively shape students’ self-efficacy, outcome expectations and even goals by educating students on ways to learn about various career path opportunities and create tangible plans and opportunities, like job shadowing, to stay on that particular path (Freeman, 2008; Harris-Bowlsbey & Niles, 2009).

Holland’s theory (1959) of career choice provides a connection between personality traits and specific career paths. A key part of career exploration is learning about one’s self, including
personality characteristics, strengths, preferences, values, and beliefs, in order to match those characteristics with correlating work. Studies demonstrate that the more a student knows himself or herself, the easier it will be for him or her to make decisions about a future career (Shearer, 2009). Holland’s theory is based on four primary assumptions in our culture:

1. Most people can be categorized as one of six personality types: realistic, investigative, artistic, social, enterprising, or conventional.
2. There are six kinds of occupational or work environments: realistic, investigative, artistic, social, enterprising and conventional.
3. People look for environments that let them exercise their strengths and skills and express their values and beliefs.
4. A person’s behavior is determined by an interaction between his or her personality and the characteristics of the environment (Harris-Bowlsbey & Niles, 2009).

In addition to the six personality types and environments, Holland’s theory consists of four key constructs: congruence, differentiation, consistency, and vocational identity. A person with a high vocational identity, who is congruent, consistent, and differentiated, will probably be more successful in his or her career path than someone who is incongruent, inconsistent, and undifferentiated, based on Holland’s theory. Several career related assessment inventories have been created based on Holland’s theory, including the Strong Interest Inventory and StrengthsQuest (Carson et al., 2011; Fouad & Mohler, 2004; Harris-Bowlsbey & Niles, 2009).

Digging deeper, congruence relates to the fit between a person’s personality type and his or her work environment (Harris-Bowlsbey & Niles, 2009). People who tend to work in an environment similar to their personality types are more likely to be successful and satisfied in their career. For example, someone who is very artistic will most likely be happy and thrive in a
creative work environment and someone who is a social personality type would do well in an
environment where he or she interacts with people in a helping capacity. Differentiation refers to
how well-defined a person’s personality type and work environment are. Some people will more
dominantly resemble certain types than others will. Consistency is the degree of relatedness within
the types. Some of the six personality types and work environments are more closely related than
are others. Finally, vocational identity is a person’s clearly defined picture of his or her goals,
interests, and skills. In order to have a high vocational identity, a person must know enough
information about himself or herself and potential occupations.

Understanding Holland’s theory and the Social Cognitive Career Theory can help students
to choose the major and career path that will lead them to be most successful by helping them to
align their own beliefs, strengths, and abilities with a work environment that best fits them (Harris-
Bowlsbey & Niles, 2009). One way that students can identify whether a career and work
environment are a good fit for them is through observing a professional on the job. Job shadowing
programs such a “Take a Patriot to Work Day” are a helpful career exploration tool because they
allow students to see what skills and personalities are needed to be successful in particular careers
and whether they possess those necessary competencies.

**Job Shadowing**

Job shadowing can be defined as an activity or program where a student learns firsthand the
work of a professional by observing him or her for a limited period of time (Cho & Gao, 2009).
Most of the research that has been conducted on job shadowing programs has been at the middle
school and high school levels; however, the limited research that has been conducted on job
shadowing suggests that there are several positive outcomes that result when students take part in
these experiences (Cho & Goa, 2009; Visher, Bhandari & Medrich, 2004). At the high school
level, students who participated in job shadowing programs were more likely than nonparticipants to take college entrance exams, graduate from high school, and actually enroll in post-secondary education (Visher, Bhandari & Medrich, 2004). Another advantage of job shadowing programs is that since the shadowing usually only lasts between a few hours to a few days, it is a very inexpensive and low commitment experience for a student to explore a potential career of interest (Farner & Brown, 2008). Furthermore, stereotypes that are associated with certain careers or industries can be dispelled when a student shadows a professional because he or she gets to see firsthand what the job or industry is really like (Cho & Gao, 2009).

Another added benefit of job shadowing programs, which can also assist students in the career exploration process, is that they can produce role models or mentors for students (Cho & Gao, 2009). In some instances, students have kept in touch with the employer who hosted them for the job shadowing program and the employers became mentors/role models during their time in college and early career. There is an abundance of literature that emphasizes the intrinsic value students gain from meeting with a role model or mentor in order to explore their career options and identify their beliefs, strengths and goals (Chartrand et al., 2002; Freeman, 2008). In fact, combining individual academic advising, career counseling and mentoring into a student's collegiate experience has been shown to improve the overall academic and long-term success of that student (Texas State University-San Marcos, 2010). Specifically regarding role models, research has suggested that the support and relationship of a role model does have a positive effect on career decidedness for both male and female students because of the information and direction they provide (Chartrand et al., 2002). Mentoring can assist students with selecting a major or career path, providing tips on next steps for internships and job searches, as well as suggest possible courses to take or co-curricular activities with which to become involved (Texas State
University-San Marcos, 2010). Job shadowing programs are one of many ways in which students can meet and identify potential mentors to aid in their career decision-making process.

Finally, through job shadowing, students can see what skills and abilities are needed for a specific career and can confirm whether they possess those needed competencies. By figuring out whether a student’s interests, strengths, and abilities match those needed for a particular career, that information can lead the student to a more focused career direction and goal. Therefore, when students are better informed about the characteristics and competencies it takes to thrive in specific careers, they can make sounder career-and academic-related decisions and stay on track to graduate (Laker, 2002). “Take a Patriot to Work Day” will allow Mason students to observe the skills needed to be successful for particular careers and confirm or deny whether they are currently on the right career path.

Retention Factors

Less than 50% of students graduate with a four-year degree within 5 years and about 56% of students who leave college prior to graduation do so before the start of their sophomore year (Morrow & Ackermann, 2012). A lot of research has been conducted regarding why students leave school prior to graduation and what factors influence students to remain through graduation (Alarcon & Edwards, 2012; Coll & Stewart, 2008; McIlveen, Beccaria, & Burton, 2013, Morisano, et al., 2010; Tinto, 2006). There are many theories and supported research as to what factors influence students to stay in college and persist to graduation, also known as retention, but two main reasons relevant to the job shadowing research include student engagement and motivation (Alarcon & Edwards, 2012; Coll & Stewart, 2008; McIlveen, Beccaria, & Burton, 2013, Morisano, et al., 2010; Tinto, 2006).
Vincent Tinto is one of the leading researchers regarding retention factors for college students. According to over three decades’ worth of research, one of the leading causes of student retention is the school involvement, particularly within a student’s first year (Tinto, 2006). Tinto’s research finds that students who are engaged in programs and extra-curricular activities planned by the university, particularly programs designed for the first-year college experience, are more likely to continue on to their second year than students who do not become involved early on in their college experience. Additional research based on Tinto’s theory of engagement has found that when faculty members and student affairs administrators interact with students, especially during their first year at the university, students feel more connected with the institution, which increases their likelihood to continue on towards graduation (Coll & Stewart 2008). The same truth could be said when students interact, and feel more connected, with their institution’s community and the employers in that surrounding community. Based on the research of Tinto (2006) and Coll and Stewart (2008), “Take a Patriot to Work Day” is designed to engage students early on in their Mason experience in hopes that they will persist towards graduation. Job shadowing programs such as “Take a Patriot to Work Day” will be a great way for teaching faculty members and Career Services professionals to collaborate together in order to market the program to students, with an increased focus on first and second year students. Furthermore, “Take a Patriot to Work Day” will be an easy way for first semester students at George Mason University, or any Mason students, to get involved in a university-wide program and will introduce them to Career Services staff members for further engagement.

Another important factor that increases retention rates among college students is related to goals and motivation (Alarcon & Edwards, 2013; Morrow, 2012; Morisano et al., 2010; Willcoxson & Wynder, 2010). Research has found that when students have clear goals,
particularly around their career direction, they are more motivated to stay in school and persevere towards graduation. In one study by Alarcron and Edwards (2013), the researchers found that although academic ability and motivational drive were both related to predicting retention for university students, the motivational drive of students had a stronger relation to retention than did academic ability. Consequently, students who lack specific goals can have lower levels of motivation, which can increase their chance of leaving college before graduating (Alarcron & Edwards, 2013). Additional research has found that, for many students, it is not enough for them to just know what major they want to study in school; students also need to develop clarity towards their future career goals in order to keep their motivation and retention probability high (Morrow & Ackermann, 2012; Willcoxson & Wynder, 2010). Furthermore, several studies have found that when students set specific goals related to their careers, and can start visualizing themselves working in those careers, their self-efficacy increases, along with their academic performance (McIlveen, Beccaria & Burton, 2013; Morisano et al., 2010). Increased self-efficacy and academic performance, particularly related to career decidedness, can also lead to higher retention rates among college students. As previously mentioned, job shadowing programs such as “Take a Patriot to Work Day” are a terrific way for students to learn what careers interest them and whether or not they can see themselves in those particular careers within a few years. By shadowing a professional directly on the job and engaging in the career exploration process early on in their college experience, students will ideally be able to develop specific career goals for themselves, which could increase their chance of graduating within four to six years.

Summary

The existing literature provides evidence that students who are able to learn enough about themselves to make decisions about their future careers have a greater chance of completing their
post-secondary education than those students who cannot figure out what they want to do (Hull-
Blanks et al., 2005; Johnson et al., 2002; Morisano et al., 2010; Willcoxson & Wynder, 2010).
Limited literature supports the belief that one of several ways that career exploration and
preparation can be achieved is through job shadowing programs (Farner & Brown, 2008; Visher,
Bhandari, & Medrich, 2004). More research needs to be done about the effects of job shadowing
at the collegiate level. Specifically, there is a lack of research regarding what makes for a quality
job shadowing experience, how job shadowing affects career exploration for post-secondary
students, as well as how helpful job shadowing can be when students participate earlier in their
college career.
References


Shearer, C. B. (2009). Exploring the relationship between interpersonal intelligence and


GEORGE MASON UNIVERSITY STATISTICS

Enrollment facts (Based on 2012 and 2013 Census data):

<table>
<thead>
<tr>
<th></th>
<th>Total Enrollment</th>
<th>Total Undergraduates</th>
<th>First time Freshmen</th>
<th>Other Freshmen</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
<th>Graduate students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>32,961</td>
<td>20,653</td>
<td>2,694</td>
<td>955</td>
<td>3,512</td>
<td>5,679</td>
<td>7,072</td>
<td>11,661</td>
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<tr>
<td>Fall 2013</td>
<td>33,917</td>
<td>21,990</td>
<td>3,011</td>
<td>1,009</td>
<td>3,725</td>
<td>6,112</td>
<td>7,253</td>
<td>11,399</td>
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Source: George Mason University, Office of Institution Research and Reporting.  
http://irr.gmu.edu/New/N_EnrollOff/EnrlStsDemo.cfm

Retention rates:

TABLE 4.22: Retention and Graduation Rates for First-Time, Full-Time, Baccalaureate Degree-Seeking Cohorts

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Cohort Total</th>
<th>One-Year</th>
<th>Two-Year</th>
<th>Three-Year</th>
<th>Four-Year</th>
<th>Five-Year</th>
<th>Six-Year</th>
</tr>
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<tbody>
<tr>
<td>2002</td>
<td>2,160</td>
<td>82.2</td>
<td>72.8</td>
<td>69.1</td>
<td>35.6</td>
<td>55.2</td>
<td>61.1</td>
</tr>
<tr>
<td>2003</td>
<td>2,191</td>
<td>83.2</td>
<td>76.4</td>
<td>72.9</td>
<td>36.6</td>
<td>57.9</td>
<td>63.7</td>
</tr>
<tr>
<td>2004</td>
<td>2,209</td>
<td>85.8</td>
<td>77.1</td>
<td>73.9</td>
<td>39.3</td>
<td>58.2</td>
<td>63.6</td>
</tr>
<tr>
<td>2005</td>
<td>2,458</td>
<td>85.9</td>
<td>77.9</td>
<td>71.9</td>
<td>40.7</td>
<td>58.7</td>
<td>64.4</td>
</tr>
<tr>
<td>2006</td>
<td>2,391</td>
<td>85.2</td>
<td>76.9</td>
<td>71.7</td>
<td>41.5</td>
<td>61.0</td>
<td>65.9</td>
</tr>
<tr>
<td>2007</td>
<td>2,175</td>
<td>83.9</td>
<td>77.5</td>
<td>73.7</td>
<td>43.3</td>
<td>61.2</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>2,476</td>
<td>84.7</td>
<td>77.3</td>
<td>74.0</td>
<td>44.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>2,628</td>
<td>85.7</td>
<td>79.4</td>
<td>75.2</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2010</td>
<td>2,579</td>
<td>87.2</td>
<td>79.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2011</td>
<td>2,644</td>
<td>86.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>2,681</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes: 1. Student retention rates are based on fall census student enrollment data.  
2. Retention rate is the percentage of first-time, full-time, degree-seeking freshmen in a given fall semester who returned to the institution in the subsequent fall semester. For example, the “one-year retention rate” for Fall 2011 first-time freshmen cohort is the percentage of Fall 2011 first-time, full-time, degree-seeking freshmen who returned for Fall 2012.

Fig. 4.20 One Year Retention and Six Year Graduation Rates for First-Time, Full-Time, Baccalaureate Degree-Seeking Cohorts

Source: George Mason University, Office of Institution Research and Reporting.  
http://irr.gmu.edu/New/N_Factbook/1213/Factbook1213.pdf; pg. 53
# BENCHMARKING RESEARCH

<table>
<thead>
<tr>
<th>Institution</th>
<th>Matching process</th>
<th>Orientation?</th>
<th>Legal forms?</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Central Florida</td>
<td>Student fills out online form with ranking preferences; not guaranteed a match</td>
<td>Online; mandatory with quiz required to move forward</td>
<td>None</td>
<td><a href="http://career.sdes.ucf.edu/categories/students/undergraduate_students/explore_majors_and_careers/7547.aspx">http://career.sdes.ucf.edu/categories/students/undergraduate_students/explore_majors_and_careers/7547.aspx</a></td>
</tr>
<tr>
<td>University of Pittsburgh</td>
<td>Matching process</td>
<td>Mandatory orientation in person</td>
<td>None</td>
<td><a href="http://www.studentaffairs.pitt.edu/cdpa/panther-shadow">http://www.studentaffairs.pitt.edu/cdpa/panther-shadow</a></td>
</tr>
<tr>
<td>Virginia Tech</td>
<td>Students responsible for finding employers in Hokie4Hire</td>
<td>45 minute information session in person; multiple dates held</td>
<td>Waiver signed by student and employer</td>
<td><a href="http://www.career.vt.edu/Externship/welcome.html">http://www.career.vt.edu/Externship/welcome.html</a></td>
</tr>
<tr>
<td>University of Virginia</td>
<td>Students responsible for finding employer in CavLink</td>
<td>No orientation, but booklet guide provided</td>
<td>None</td>
<td><a href="http://www.career.virginia.edu/externship/">http://www.career.virginia.edu/externship/</a></td>
</tr>
<tr>
<td>University of Texas-Dallas</td>
<td>Students chose sponsor through database</td>
<td>Required to attend in-person orientation</td>
<td>Students sign a standard release form; no risk management issues encountered.</td>
<td><a href="http://www.utdallas.edu/career/externregistration/">http://www.utdallas.edu/career/externregistration/</a>; <a href="http://www.utdallas.edu/career/shadow/">http://www.utdallas.edu/career/shadow/</a></td>
</tr>
<tr>
<td>Davidson College</td>
<td>Students apply and employer is sent a packet of all the resumes to choose from</td>
<td>In-person mandatory orientation</td>
<td>No legal forms from university. Out of 100 shadowing, 5 were required to sign liability form.</td>
<td><a href="http://www.davidson.edu/offices/career-development/students/job-shadowing-program">http://www.davidson.edu/offices/career-development/students/job-shadowing-program</a></td>
</tr>
<tr>
<td>UC Berkley</td>
<td>Matching process</td>
<td>Online orientation</td>
<td>None</td>
<td><a href="https://career.berkeley.edu/externships/externships.stm">https://career.berkeley.edu/externships/externships.stm</a></td>
</tr>
<tr>
<td>Eastern Illinois University</td>
<td>Matching process</td>
<td>In-person mandatory orientation</td>
<td>None</td>
<td><a href="http://www.eiu.edu/careers/externships.php">http://www.eiu.edu/careers/externships.php</a></td>
</tr>
<tr>
<td>University of Miami</td>
<td>Matching process</td>
<td>Mandatory online orientation</td>
<td>None</td>
<td><a href="http://www.sa.miami.edu/toppel/mainsite/Students/UShadown.aspx">http://www.sa.miami.edu/toppel/mainsite/Students/UShadown.aspx</a></td>
</tr>
</tbody>
</table>
Logistics Section
<table>
<thead>
<tr>
<th>Category</th>
<th>Task</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student registration</strong></td>
<td>Call Symplicity to see how best to set up student sign up via HireMason</td>
<td>10/28/13</td>
</tr>
<tr>
<td><strong>Student registration</strong></td>
<td>Create event registration on HireMason for students to sign up</td>
<td>10/1/14</td>
</tr>
<tr>
<td><strong>Student registration</strong></td>
<td>Students begin registering for event</td>
<td>10/7/14</td>
</tr>
<tr>
<td><strong>Student registration</strong></td>
<td>Student registration closes</td>
<td>10/17/14</td>
</tr>
<tr>
<td><strong>Student registration</strong></td>
<td>Set algorithm in HireMason to do automatic matching process for students and employers</td>
<td>10/25/14</td>
</tr>
<tr>
<td><strong>Employer registration</strong></td>
<td>Set up registration in HireMason for employers</td>
<td>5/14/14</td>
</tr>
<tr>
<td><strong>Employer registration</strong></td>
<td>Employers begin registering for event</td>
<td>6/3/14</td>
</tr>
<tr>
<td><strong>Employer registration</strong></td>
<td>Employers ranking student applicants begin</td>
<td>10/18/14</td>
</tr>
<tr>
<td><strong>Employer registration</strong></td>
<td>Employers ranking student applicants closes</td>
<td>10/24/14</td>
</tr>
<tr>
<td><strong>Legal</strong></td>
<td>Meet with Legal Office to determine what forms, if any, need to be in place for this event</td>
<td>3/5/14</td>
</tr>
<tr>
<td><strong>Employer marketing</strong></td>
<td>Marketing Coordinator to create employer flyer to distribute during Spring Career Fair</td>
<td>1/31/14</td>
</tr>
<tr>
<td><strong>Employer marketing</strong></td>
<td>Talk to Career Fair Manager about putting blurb about event in registration for Fall Career Fair</td>
<td>4/28/14</td>
</tr>
<tr>
<td><strong>Employer marketing</strong></td>
<td>Create page on University Career Services (UCS) webpage</td>
<td>5/1/14</td>
</tr>
<tr>
<td><strong>Employer marketing</strong></td>
<td>Contact Alumni Affairs Office for contacts</td>
<td>6/2/14</td>
</tr>
<tr>
<td><strong>Employer marketing</strong></td>
<td>Industry Advisors (IA) tell employers about event</td>
<td>6/2/14</td>
</tr>
<tr>
<td><strong>Employer marketing</strong></td>
<td>Contact Office of Family Programs &amp; Services (OFPS) for parent contacts</td>
<td>7/31/14</td>
</tr>
<tr>
<td><strong>Employer marketing</strong></td>
<td>Contact various departments on campus who have Alumni/Employer Advisory Boards</td>
<td>8/1/14</td>
</tr>
<tr>
<td><strong>Employer marketing</strong></td>
<td>Contact professionals in Mason CareerLink</td>
<td>8/18/14</td>
</tr>
<tr>
<td><strong>Employer marketing</strong></td>
<td>Staff reach out to more employers within industries if needed</td>
<td>9/3/14</td>
</tr>
<tr>
<td><strong>Student marketing</strong></td>
<td>Announcement slide in Orientation PowerPoint for OFPS</td>
<td>4/1/14</td>
</tr>
<tr>
<td><strong>Student marketing</strong></td>
<td>Extra credit assignment for UNIV classes?-Speak with Jenn Johnson and Elena Chiru (UNIV Class Coordinators)</td>
<td>5/9/14</td>
</tr>
<tr>
<td><strong>Student marketing</strong></td>
<td>Add a page on UCS website related to this event for students</td>
<td>7/1/14</td>
</tr>
<tr>
<td><strong>Student marketing</strong></td>
<td>Talk to Athletics about best way to market program to student athletes</td>
<td>7/20/14</td>
</tr>
<tr>
<td><strong>Student marketing</strong></td>
<td>Work with Marketing Coordinator on Social Media advertising; create hashtag</td>
<td>8/1/14</td>
</tr>
<tr>
<td>Student marketing</td>
<td>Marketing Coordinator to distribute flyers to post around campus</td>
<td>8/25/14</td>
</tr>
<tr>
<td>Student marketing</td>
<td>IAs start announcing in Industry Insights newsletters</td>
<td>9/1/14</td>
</tr>
<tr>
<td>Student marketing</td>
<td>Talk to Living Learning Communities (LLCs) about event</td>
<td>9/15/14</td>
</tr>
<tr>
<td>Student marketing</td>
<td>OFPS newsletter to parents</td>
<td>9/15/14</td>
</tr>
<tr>
<td>Student marketing</td>
<td>Email students on Federal Work-Study listserv if possible? (Check with Office of Financial Aid)</td>
<td>10/1/14</td>
</tr>
<tr>
<td>Student marketing</td>
<td>UCS staff sends email template to liaisons</td>
<td>10/6/14</td>
</tr>
<tr>
<td>Student marketing</td>
<td>Send announcement in University Life (UL) listserv</td>
<td>10/9/14</td>
</tr>
<tr>
<td>Faculty/Liaison marketing</td>
<td>Encourage adjunct faculty to either participate as employer hosts or recommend colleagues</td>
<td>8/15/14</td>
</tr>
<tr>
<td>Faculty/Liaison marketing</td>
<td>Specialized targeting to athletes, international students, off-campus, freshmen and sophomores (utilize liaisons)</td>
<td>9/1/14</td>
</tr>
<tr>
<td>Employer logistics</td>
<td>Send employer confirmation email once they have registered and timeline for correspondence process</td>
<td>6/20/14</td>
</tr>
<tr>
<td>Employer logistics</td>
<td>Send employer confirmation email once student has been matched up with them and provide day of emergency contact info</td>
<td>11/3/14</td>
</tr>
<tr>
<td>Student logistics</td>
<td>Send student email about mandatory orientation dates</td>
<td>9/8/14</td>
</tr>
<tr>
<td>Student logistics</td>
<td>Create handouts about tips, proper attire, etiquette</td>
<td>9/8/14</td>
</tr>
<tr>
<td>Student logistics</td>
<td>Send student specific logistics for day of information</td>
<td>11/3/14</td>
</tr>
<tr>
<td>Student orientation</td>
<td>Book rooms to hold orientation and put dates on website calendar</td>
<td>6/1/14</td>
</tr>
<tr>
<td>Student orientation</td>
<td>Create handouts/PowerPoint for orientation</td>
<td>6/1/14</td>
</tr>
<tr>
<td>Student orientation</td>
<td>See if option to create virtual orientation via Captivate or other online tools</td>
<td>6/15/14</td>
</tr>
<tr>
<td>Student orientation</td>
<td>Hold two live orientations (early to mid Sept)</td>
<td>9/8/14</td>
</tr>
<tr>
<td>UCS Staff Assignments</td>
<td>Assign staff to go to specific employers day of to tweet, take photos, promote via social media</td>
<td>10/24/14</td>
</tr>
<tr>
<td>Assessment</td>
<td>Work with Assessment Coordinator to create assessment for students and employers</td>
<td>10/27/14</td>
</tr>
<tr>
<td>Assessment</td>
<td>Thank you email to employers with link to assessment survey</td>
<td>11/10/14</td>
</tr>
<tr>
<td>Assessment</td>
<td>Email to students with assessment survey</td>
<td>11/10/14</td>
</tr>
<tr>
<td>Field</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Name*</td>
<td>Enter a descriptive name for this session.</td>
<td></td>
</tr>
<tr>
<td>Active*</td>
<td>Select yes or no.</td>
<td></td>
</tr>
<tr>
<td>Date Jobs Will be Visible To Students*</td>
<td>Select the date jobs with the Job Shadow Period specified above will become visible to students.</td>
<td></td>
</tr>
<tr>
<td>Open Date for Student Applications*</td>
<td>Select the date jobs with the Job Shadow Period specified above will start accepting applications.</td>
<td></td>
</tr>
<tr>
<td>Date Closed To Student Applications*</td>
<td>Select the date jobs with the Job Shadow Period specified above will stop accepting applications and will no longer be visible.</td>
<td></td>
</tr>
<tr>
<td>Date Employer Ranking Begins*</td>
<td>Set the date employers will see applicants for job shadow jobs and be able to rank them.</td>
<td></td>
</tr>
<tr>
<td>Date Employer Ranking Ends*</td>
<td>Set the date employer ranking ends.</td>
<td></td>
</tr>
<tr>
<td>Graduation Date Start</td>
<td>Select the starting graduation date that will populate the graduation start date screening criteria.</td>
<td></td>
</tr>
<tr>
<td>Graduation Date End</td>
<td>Select the end graduation date that will populate the graduation end date screening criteria.</td>
<td></td>
</tr>
</tbody>
</table>

https://gmu-cm_symplectic.com.manager/?mode=feed&sid=399496c20789731a7211cf8e01e454f
REGISTRATION FOR EMPLOYERS IN HIREMASON
<table>
<thead>
<tr>
<th>Desired Major(s):</th>
<th>[Select]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Location</td>
</tr>
<tr>
<td></td>
<td>Nation Wide</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>City</td>
</tr>
<tr>
<td></td>
<td>Enter the City</td>
</tr>
<tr>
<td>State/Province</td>
<td>Enter the State/Province</td>
</tr>
<tr>
<td>Country</td>
<td>Enter the Country</td>
</tr>
</tbody>
</table>

NACELink Network is a collaboration between NACE, Symplicity, DirectedEmployers and your college/university.
Marketing Section
Take a Patriot to Work Day - University Career Services - George Mason University

Take a Patriot to Work Day

What Is It?
Take Mason students to work with you during this one-day job shadowing event. Use this opportunity to show off your facility, company culture while providing students with a realistic perspective of a career field or company of their interest. This is a great way to dispel any myths about your line of work, mentor aspiring professionals, and potentially build a recruitment pipeline in just one day. Job shadowing is unpaid and students do not receive academic credit. Take a Patriot to Work Day occurs every year on the first Friday in November, beginning November 7, 2014.

What Are The Benefits To My Organization?
You can attract and screen potential Mason applicants for future positions while helping students decide on careers. This is also a great way to build your brand on campus through our marketing efforts and expose students to the inside perspective of your organization.

What Do Students Do?
The job shadowing experience varies depending on the opportunities of the organization, but the purpose is to provide students with hands-on experience and a realistic look into a particular career field or organization. We encourage employers to conduct their day as normal so that students can get a true feel for a typical work day. Example activities during a job shadowing experience can include:

- Conduct informational interviews with a variety of employees to obtain multiple career perspectives
- Tour the organization's facilities
- Attend meetings and other company events
- Observe and ask questions
- Assist with a research project
- Prepare reports or spreadsheets
- Work directly with and observe interactions with clients and customers

How Do I Sign Up?
Registration will begin in June 2014 through your HireMason account. For more information, contact Rachael Miner, Assistant Director, Experiential Learning.

Participation Agreement And Employer Cancellation
- Organizations must abide by the Principles for Professional Conduct for Career Services & Employment Professionals as set forth by the National Association of Colleges and Employers
- Student resumes will be transmitted on the condition that parties outside of the organization will not be permitted access to those resumes without the written consent of the student.

Cancellation Policy
Once the schedule close date has passed, if an employer is unable to follow through with their commitment to host a student for any reason, they are responsible for notifying the student(s) and Rachael Miner.

EMPLOYER WEBPAGE
http://careers.gmu.edu/employers/events/jobshadow/
STUDENT WEBPAGE CONTENT
(To be launched on www.careers.gmu.edu in July 2014)

Looking for an inside perspective on what it really means to work in an industry or career of interest? Want to learn more than you can from just a conversation with a recruiter, but without the long-term commitment of an internship/job? Register for Take a Patriot to Work Day!

What Is It?
Take a Patriot to Work Day is a one-day program during which students “shadow” or spend the day with a professional to get a behind-the-scenes look at a specific job and company. Throughout the day, students are able to gain a realistic perspective of a specific career field. Students are not paid, nor do they receive academic credit, but this is a great opportunity to explore a new industry, job function or company. Take a Patriot to Work Day occurs every year on the first Friday in November, beginning November 7, 2014.

What Will I Do?
The job shadowing experience varies depending on the opportunities of the company/organization. Example activities during a job shadow experience can include:

- Conduct informational interviews with a variety of employees to obtain multiple career perspectives
- Tour the organization/facility
- Attend meetings and other company events
- Observe and ask questions
- Assist with a research project
- Prepare reports or spreadsheets
- Work directly with and/or observe interactions with clients and customers

What Are The Benefits?
- Get “employee-only” access to the organization’s facility, meetings or other functions
- Observe day-to-day responsibilities of the job being performed and skills necessary
- Interact with many professionals in the organization
- Great way to expand your network and learn about potential internship/job opportunities
- Learn whether a particular career field is the right fit for you
- Only a one-day commitment

Who Can Participate?
All degree-seeking Mason students can participate! * Whether you are a first semester freshman to a graduate student, we welcome you to shadow an employer for the day. In order to register, you must first complete the mandatory orientation whether in person or online. Be sure to let your professors know you will be participating if you have class on Fridays. *Some employers may have specific restrictions such as major or year in school.

Is There A Cost?
There is no cost to register. However, students are responsible for their own transportation to the employer, parking (if applicable), and lunch.

How Do I Register?
Register* through your HireMason account starting in September 2014. *You must attend one of the live orientations OR complete the online orientation before you can register (include link to online orientation).

Important Dates
- Live Orientation dates: September 9th and 10th
- Application deadline: October 17th, 2014
- Event date: Friday, November 7th, 2014
- Follow up meeting date: November 13th, 2014

How Do I Prepare?
- Create your resume (include link to UCS resume page) and have it reviewed by a staff member during walk-in hours (link to schedule)
- Meet with an Industry Advisor or Career Counselor to discuss your particular skills and interests
- Attend/ complete mandatory orientation
- Research the organization/person you are shadowing (link to online resources)
- Come up with informational interview questions (link to Moving On Guide)
- Have a suit or business professional outfit available (link to UCS Pinterest Board)

**Cancellation Policy**
Failing to attend OR failing to cancel your job shadowing commitment 72 business hours in advance of November 7th will result in your being blocked from HireMason, including On-Campus Interviews, until you follow these steps:

1. Set up a meeting with your Industry Advisor as soon as possible to discuss your absence
2. Write an apology letter to the employer within 24 hours of speaking with your Industry Advisor
3. Email your apology letter to Rachael Miner, Assistant Director, Experiential Learning. Once approved, the apology letter will be forwarded to the employer.

Your HireMason account will then be reactivated, and you may continue to use the system.
EMPLOYER FLYER
(Content by Rachael Miner, Design and Layout by Stephen Monroe)

Coming in Fall 2014
TAKE A Patriot TO WORK Day
Job Shadowing Program

Give to students
Take a Patriot to Work Day is a one-day externship/job-shadowing opportunity that allows current students to gain a realistic glimpse into your organization. You can take a Mason Patriot (or two, or six – you get the idea) to show off your work environment and expose students to the work you do.

Get from Mason
Take a Patriot to Work Day will occur Friday, November 7. This is a low-commitment opportunity to reinforce your brand among the Mason community, identify Mason talent, and build your pipeline for future hiring needs. If you are interested in participating or would like more information, please email Rachael Miner at rminder2@gmu.edu

Learn more at careers.gmu.edu/employers/events/JobShadow
Take a Patriot to Work Day

SHADOW AN EMPLOYER FOR ONE DAY

Registration in HireMason begins in
SEPTEMBER, 2014

GET AN INSIDE PERSPECTIVE on what it really means to work in your industry or career of interest.

LEARN MORE than you can from just a conversation with a recruiter – without the long-term commitment of an internship or job!

On NOVEMBER 7, spend the day with a professional at their workplace. As their "SHADOW," you will go where they go, see what they see, and maybe even DO WHAT THEY DO.

(703) 993-2370
careers.gmu.edu
SUB L, office 3400
@MasonCareer
MasonCareer

University Career Services
COMMUNICATION TEMPLATES

Newsletter Blurb For Students:
NEW Job Shadowing Program for Mason Students!!
Looking for an inside perspective on what it really means to work in an industry or career of interest? Want to learn more than you can from just a conversation with a recruiter, but without the long-term commitment of an internship/job? Register for Take a Patriot to Work Day in HireMason! This is a one-day program during which students “shadow” or spend the day with a professional to get a behind-the-scenes look at a specific job and company. By shadowing an employer, you are able to gain a realistic perspective of a specific career field. Students are not paid nor do they receive academic credit, but this is a great opportunity to explore a new industry, job function or company. Take a Patriot to Work Day will occur Friday, November 7th, but the application deadline is October 17th. You must complete the mandatory orientation before registering and more information on the orientation, registration process, and program can be found at (insert link once website is published).

Email to Internal Mason Liaisons (University Life, Center for Global Education, etc.):
Dear __________________,

University Career Services is launching a new program this Fall called “Take a Patriot to Work Day.” This one-day job shadowing program is a great way for degree-seeking Mason students to “shadow” or observe a professional for a day to get a behind-the-scenes look at a specific job and company. Job shadowing is a great experience for all students, no matter if they are still exploring a major or career path to students who are confident in their plans after graduation. We can use your assistance in a few ways:

1. If you are interested in having a student shadow you for a day on Friday, November 7th, you can find more information on the program and how to register at http://careers.gmu.edu/employers/events/JobShadow/.

2. Pass the below information on to your students:

   NEW Job Shadowing Program for Mason Students!!
   Looking for an inside perspective on what it really means to work in an industry or career of interest? Want to learn more than you can from just a conversation with a recruiter, but without the long-term commitment of an internship/job? Register for Take a Patriot to Work Day in HireMason! This is a one-day program during which students “shadow” or spend the day with a professional to get a behind-the-scenes look at a specific job and company. By shadowing an employer, you are able to gain a realistic perspective of a specific career field. Students are not paid nor do they receive academic credit, but this is a great opportunity to explore a new industry, job function or company. Take a Patriot to Work Day will occur Friday, November 7th, but the application deadline is October 17th. You must complete the mandatory orientation before registering and more information on the orientation, registration process, and program can be found at (insert link once website is published).
If you have any further questions, please do not hesitate to reach out to Rachael Miner, Assistant Director, Experiential Learning, at rminer2@gmu.edu.

Thank you,

**Email to Faculty Members:**

Dear _______________,

University Career Services is launching a new program this Fall called “Take a Patriot to Work Day.” This one-day job shadowing program is a great way for degree-seeking Mason students to “shadow” or observe a professional for a day to get a behind-the-scenes look at a specific job and company. Job shadowing is a great experience for all students, no matter if they are still exploring a major or career path to students who are confident in their plans after graduation. We can use your assistance in a few ways:

1. Pass the below information on to your students:
   
   **NEW Job Shadowing Program for Mason Students!!**
   
   *Looking for an inside perspective on what it really means to work in an industry or career of interest? Want to learn more than you can from just a conversation with a recruiter, but without the long-term commitment of an internship/job? Register for Take a Patriot to Work Day in HireMason! This is a one-day program during which students “shadow” or spend the day with a professional to get a behind-the-scenes look at a specific job and company. By shadowing an employer, you are able to gain a realistic perspective of a specific career field. Students are not paid nor do they receive academic credit, but this is a great opportunity to explore a new industry, job function or company. Take a Patriot to Work Day will occur Friday, November 7th, but the application deadline is October 17th. You must complete the mandatory orientation before registering and more information on the orientation, registration process, and program can be found at (insert link once website is published).*

2. Several of you work in industry in addition to your role as a faculty member here and could potentially have a Mason student shadow you for a day. For more information on how to participate in Take a Patriot to Work Day as an employer host and to register, go to http://careers.gmu.edu/employers/events/JobShadow/.

If you have any further questions, please do not hesitate to reach out to Rachael Miner, Assistant Director, Experiential Learning, at rminer2@gmu.edu.

Thank you,

**Email to Mason Alumni:**

Dear _______________,

Greetings from George Mason University! This Fall, University Career Services is launching a new job shadowing program called “Take a Patriot to Work Day.” The one-day event is a great way for Mason students to “shadow” or observe a professional for a day to get a behind-the-scenes look at a specific job and company. As a Mason alumnus, we invite you to participate by hosting a
hosting a student, you are not only giving back to your alma-mater, but this is also a great way to brand your current employer to Mason students and potentially build a pipeline of future talent. The event will take place on Friday, November 7th and for more information about the program and how to register, visit http://careers.gmu.edu/employers/events/JobShadow/.

If you are unable to participate in Take a Patriot to Work Day, but would still like to help aspiring professionals, we encourage you to sign up for Mason Career Link, Mason’s networking database for students and alumni. To register, go to https://gmu-csm.symplicity.com/mentors/ or find out more information at http://careers.gmu.edu/alumni/ under “Stay Connected.”

If you have any further questions, please do not hesitate to reach out to Rachael Miner, Assistant Director, Experiential Learning, at rminer2@gmu.edu.

Thank you in advance for your time,

Email to Employers:
Dear ________________,

George Mason University is introducing a new program to connect Mason students and local employers once again. On Friday, November 7th, Career Services will be launching Take a Patriot to Work Day, a one-day job shadowing program. We invite you to participate by hosting one or more Mason students to “shadow” or observe you for a day. This is a great way for you to brand your name on campus and potentially build a future pipeline of talent, while also providing students with a realistic perspective about what it is like to work for your organization. There is no cost to participate and you are only committing to hosting a student for one day. For more information about the program and to register, visit http://careers.gmu.edu/employers/events/JobShadow/.

If you have any questions, please do not hesitate to reach out to your Industry Advisor or contact Rachael Miner, Assistant Director, Experiential Learning, at rminer2@gmu.edu.

Thank you,
MEDIA PLAN

External:
- Work with University Relations Department to reach out Angie Goff, Mason Alumnus and NBC 4 News Correspondent, to see if she will cover the story on the day of the event. Story ideas could include:
  - Interviewing President Cabrera on the importance of experiential learning for our students and partnering with the local community
  - Interviewing Christine Cruzvergara, Director, UCS, about Mason’s industry focus model
  - Interviewing a few key employers (day of or a few days before the event) about how easy it is to host a student and the benefits they receive from participating (brand recognition on campus, building a pipeline)
  - Interviewing a few students about their experience job shadowing (day of)

Internal:
- Contact Fourth Estate, Mason’s student news publication, to cover a story about new, upcoming event (Take a Patriot to Work Day) for students to be published second or third week in September 2014
- Contact Fourth Estate to cover a story after the event interviewing UCS and students about their experience
- Work with UCS Marketing Coordinator and Mason News photographers to take pictures day at various employer sites
- Put together Storify board based on common hashtag from social media posts to display on UCS website
Student Preparation Section
CONTENT FOR MANDATORY STUDENT ORIENTATION
(To be presented as a live, interactive orientation and/or divided into multiple online modules)

Slide 1: Take a Patriot to Work Day Orientation: A Job Shadowing Program

Slide 2: Overview Of Presentation
- Explanation of Job Shadowing
- Pre-arrival
- Arrival/Day-Of
- Follow Up

Slide 3: Job Shadowing
- Overview
- Benefits
- Registration
- What To Expect

Slide 4: What Is Job Shadowing?
- Opportunity to “shadow” or observe a professional in his/her work setting in order to better understand the company culture, necessary job skills, and day-to-day responsibilities
- Great way to see supplement your classroom learning experience
- What it is NOT:
  o Lengthy
  o Paid
  o For academic credit
  o Opportunity to ask directly for a job/internship

Slide 5: Benefits
- Behind the scenes look at the job responsibilities and skills necessary to succeed
- Get "employee-only" access to the organization's facility, meetings, culture or other functions
- Great way to network with professionals and potentially learn about upcoming jobs/internships
- Learn whether a particular career field is the right fit for you
- Only one day commitment

Slide 6: Registration Process
- Register through your HireMason account
  o Jobs ➔ job shadowing jobs ➔ Search
- Ensure your resume is uploaded to your account and approved by UCS
- Apply up to five different shadow experiences by 10/17/14
- Employer ranks applicants by 10/24/14
- Automatic matching process on 10/25/14 and notified of your placement

Slide 7: What To Expect
• Employer host will set agenda for the day
• Potential activities might include:
  o Conduct informational interviews with a variety of employees to obtain multiple career perspectives
  o Tour the organization/facility
  o Attend meetings and other company events
  o Directly observe and ask questions
  o Assist with a research project or prepare reports
  o Work directly with and/or observe interactions with clients and customers

Slide 8: Pre-Departure
• Career Preparation
• Logistics
• Presentation

Slide 9: Career Preparation
• Set a goal for your experience
• Learn about a job function
• Learn about a company
• Expand your network
• Develop Informational Interview questions
  o Moving on Guide
  o Website
  o Handout provided
• Bring your resume in for a review at UCS

Slide 10: Career Preparation cont.
• Do your research
  o Company Mission
  o Contact’s Job Title
  o Company’s products or services
• Resources
  o LinkedIn
  o Company Website
  o CareerShift
  o Vault
  o Google Alerts
  o Library InfoGuides

Slide 11: Logistics
• Cancellation Policy and Why
  o Failure to attend or cancel within 72 hours of event will result in block to HireMason account, including On-Campus Interviews
  o You are representing Mason to the employer and want to set a good impression
• Know the answers to the following questions:
Do you need to bring more than one form of ID
Where are you allowed to park
Where/if you can purchase lunch on site
What is the dress code

Slide 12: Logistics cont.
- Print out directions and do a “dry run” if possible
- Print a copy of your resume, informational interview questions, and contact information for the company in case you are running late
- Bring a notebook and pen to take notes during the visit
- Let your professor know you will be participating in the program

Slide 13: Presentation
- Practice your personal pitch and handshake so you are prepared to introduce yourself
- Iron your clothes
- Be aware of personal hygiene and perfumes/colognes the day of the visit
- Get a good nights sleep
- Pack a few breath mints

Slide 14: Arrival/Day-Of
- First Impressions
- Etiquette
- How To Make The Most Of Your Experience

Slide 15: First Impressions
- Write formal emails (Dear, Thank you, etc) for any correspondence leading up to the event
- Make a good impression starting in the parking lot
  - No speeding/cutting people off
  - No loud music in your car
  - Do not put your make-up on in the parking lot
- Do not be late

Slide 16: Etiquette
- Introduction
  - Solid handshake
  - Good eye contact and smile
  - Address people by formal titles unless they tell you otherwise
- Additional tips
  - No gum chewing
  - Have phone on silent and do not use during work day
  - No profanity, even if the employer uses it

Slide 17: How To Make The Most Of Your Experience
- Treat experience like an interview
- Ask questions, but do not dominate conversation
• Be ok with silence
• If lunch is provided, do not order most expensive item or take a ton of food
  o Wait until all food on table
  o Keep conversation professional
• Collect contact information/business cards

Slide 18: How To Make The Most Of Your Experience cont.
• Questions to think about as you shadow:
  o Would I enjoy this work on a daily basis?
  o Do I possess the skills necessary for this job?
  o Do I like how many meetings my host attends in one day?
  o Do I like the level of people interaction my host has in a given day?
• Observe the company culture:
  o Is the work environment formal or informal? (dress code, how people address one another, office decor)
  o Do employees seem to be having fun with one another?
  o Are employees taking a lunch break?
  o Can you see the company’s mission statement at work in your observation?

Slide 19: Follow Up
• Leave a Good Impression
• Reflect
• Develop an Action Plan

Slide 20: Leave a Good Impression
• Send a thank you note within 24 hours or bring a hand written note with you to leave behind
• Send a positive Tweet about your experience
• Connect with your contact on LinkedIn after sending a personalized message

Slide 21: Reflect
• What did you enjoy most about your experience?
• What surprised you most about your experience?
• What skill gaps did you identify?
• What strengths did you identify?
• How did this experience connect with what you are learning in the classroom?

Slide 22: Develop an Action Plan
1. Identify strategies for addressing skill gaps
   Courses
   Campus Involvement
   Technical Skills
2. Develop a timeline for following up on suggestions made by your host
   Internship deadlines
   Joining professional associations
Sending your resume

Slide 23: Develop an Action Plan cont.
3. Develop a plan for staying in contact with your host
   • LinkedIn
   • Follow information about their company
4. Meet with University Career Services
   • Attend follow up debrief session
   • Update your resume
   • Practice Interview skills

Slide 24: Questions?
SAMPLE INFORMATIONAL INTERVIEW QUESTIONS

1. How did you become interested in this field?
2. How did you begin your career?
3. What are your main responsibilities as a...?
4. What is a typical day (or week) like for you?
5. What percentage of your time is spent on each of your job responsibilities?
6. What do you like most about your work?
7. What do you like least about your work?
8. What kinds of problems do you deal with?
9. What kinds of decisions do you make?
10. How does your position fit within the organization/career field/industry?
11. What is the typical job/internship interview process like at this company?
12. What is the work/life balance like for your job?
13. What projects have you worked on that have been particularly interesting?
14. What kinds of accomplishments tend to be valued and rewarded in this field?
15. What current issues and trends in the field should I know about/be aware of?
16. What are some common career paths in this field?
17. How do most people get into this field? What are common entry-level jobs?
18. What steps would you recommend I take to prepare to enter this field?
19. How relevant to your work is your undergraduate major?
20. Do you have suggestions on what courses I should be taking?
21. What kind of education, training, or background does your job require?
22. What skills, abilities, and personal attributes are essential to success in your job?
23. What are the most effective strategies for seeking a position in this field?
24. Can you suggest some ways to obtain the experience necessary to enter this field?

25. What do you wish you would have known before you entered this field?

26. What are the major qualifications for success in this occupation?

27. Can you recommend trade journals, magazines or professional associations that would be helpful for my professional development?

28. If you could do it all over again, would you choose the same path for yourself? If not, what would you change?

29. What advice would you give someone who is considering this type of job (or field)?

30. To what extent do you interact with customers/clients?

31. How does your use of time vary? Are there busy and slow times or is the work activity fairly constant?

32. Can you suggest anyone else I could contact for additional information?
Wrap-Up Section
STUDENT ASSESSMENT

(To be administered through email to all student participants using the Baseline survey tool.)

1. Please list your host employer. (Open ended text box)

2. How did this experience impact your career goals?
   - It solidified my current goals/direction
   - It helped me rule out a potential career I thought I may be interested in
   - It did not impact my career goals

3. Which of the following skills were discussed/observed during your experience? (Please select all that apply)
   - Professionalism in the workplace
   - Communication best practices while on the job
   - Time management skills necessary to succeed
   - Projects/task management
   - How to acclimate to office culture
   - Other (text field)

4. Please select the level to which you agree with each statement: (3 point Likert scale--agree, neutral, disagree--for each statement)
   - This experience helped me to better understand the day-to-day work life of the particular job function I shadowed.
   - I would recommend Take a Patriot to Work Day to a friend/fellow Mason student.
   - I would participate in this event again.

5. Please provide any additional positive or constructive feedback to help us improve the program. (Open ended text box)
EMPLOYER ASSESSMENT

(To be administered through email to all employer participants using the Baseline survey tool.)

1. Please select the level to which you agree with each statement: (5 point Likert scale from strongly disagree to strongly agree for each)

   • I was impressed by the level of professionalism displayed by the student(s).
   • I was adequately prepared to host a Mason student for the day.
   • The student had the potential to become a viable candidate for my company.
   • I would recommend Take a Patriot to Work Day to a co-worker/fellow employer.
   • I would participate in this event again.

2. Please provide any additional positive or constructive feedback to help us improve the program. (Open ended text box)
AGENDA FOR DEBRIEF MEETING WITH UNIVERSITY CAREER SERVICES

Logistics:
- 1.5 – 2 hours maximum in length
- Provide free food (pizza) in order to entice students to come
- Work with UNIV instructors to offer attendance as added extra credit assignment
- Send reminder email about meeting to students with assessment link
- Have a few iPads/laptops around for students to answer assessment while at the debrief if they have not already done so

Agenda:
- Welcome/introduction by Rachael Miner or Christine Cruzvergara (5-10 minutes)
  - Hope they had a great experience
  - Inaugural year for the event
  - A few tips to make the most out of this new experience and mention Mason Career Link
- Representative from each of the three teams (Industry Advising & Employer Development, Career Exploration, and Student Professional Development) briefly speaks about how they can help students moving forward (15-20 minutes)
- Students divide into smaller groups based on industry they shadowed and facilitated by Industry Advisor (IA) or Career Counselor (CC) (45 min – 1hour)
  - IA/CC provides worksheet to each student to fill out to help them reflect on their experience (15 – 20 minutes)
  - Facilitator asks for student volunteers to briefly talk about their experience (what they learned, what was most surprising to them, how the experience has impacted their plans moving forward) (20 – 25 minutes)
  - IA/CC highlights a few industry specific tips/resources to help students with next steps (Industry pages on website, Four step handouts, peak deadlines for jobs/internships) (10 minutes)
  - Time for students to ask any unanswered questions (5-10 minutes)