

## **The job shadow assignment: career perceptions in hospitality, recreation and tourism**

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### **ABSTRACT**

The job shadow study measured student career perceptions related to hospitality, recreation and tourism (HRT) and instructional mode (face-to-face (F2F), hybrid, and online). College students self-selecting into three different course modalities taught by the same instructor job shadowed HRT professionals by using Internet and F2F interviews. The goal was to write about their experiences and to define how it relates to their understanding of the field. The twist was that each class was divided into two groups. Group A completed the assignment with only F2F interviews and Group B via the Internet using technology as the exclusive platform for learning (email and web browsing). Regardless of the instructional mode (F2F, hybrid or online) and shadow group (A or B), marginal significance was found between the courses surveyed (Introduction to HRT and Special Events Management). Findings also suggest that the F2F shadow group had the highest scores on the four career perspective variables—employability, job knowledge, job benefits, and writing and communication skills.

Keywords: job shadow, instructional mode, hospitality, recreation, tourism, experiential learning

## INTRODUCTION

University students today participate in rigorous areas of study to achieve a final goal – securing a job and beginning a career. Many academicians support this intent by offering challenging course assignments to test and stretch the imagination of students. For example, Shifflett, Fortune and Denton (2006) found that student's job shadowing a business practitioner noted gains in core writing competencies and valuable information to be used while on their career path. Using the same research design, the Job Shadow study was developed to measure the effects of an assignment related to student perceptions of careers in the hospitality, recreation, or tourism field (HRT) cross-studied with the mode of instruction (face-to-face (F2F), hybrid, and online).

The job shadow assignment for the students was to research and explore their dream job related to hospitality, recreation, or tourism and the goal was to write about their experiences and how it relates to their understanding of the field. Each class was divided into two groups. Group A completed the assignment using only F2F interviewing and Group B did everything over the Internet using technology as the exclusive platform for learning (email and web browsing). An analytic rubric and exit survey published in a previous study (Shifflett, Fortune, & Denton, 2006) was utilized to measure student career perceptions and instructional mode.

Students, through self-selection, enrolled in one of three different modes of instruction taught by the same instructor during the fall 2010 quarter, which were utilized for the study. The purpose of the study was to determine differences in career perceptions of students enrolled in a HRT course and mode of instruction (face-to-face (F2F), hybrid, and online). The researchers believe that regardless of the instructional mode or manner the job shadow was conducted (F2F or Internet), students will share similar HRT career perceptions. The items used to measure student perceptions were 1) job shadow assignment scores and 2) exit survey related to employability, job knowledge, job benefits, and writing and communication skills.

Because the study was focused on a process to gain a particular knowledge base or memory, experiential learning theory is the foundation of the study. The idea is that the job shadow assignment creates meaning through a direct experience (Jordi, 2011; McCarthy & McCarthy, 2006). The rationale for conducting this study was to identify factors that influence student understandings of HRT careers and the value of a job shadow. The study should also produce meaningful direction for academicians to use when developing their curriculum and to include as part of the learning outcomes. The job shadow experience provides students an opportunity to make conscious choices based upon direct knowledge in an effort to support their individual goals and to promote lifelong learning.

## LITERATURE REVIEW

Papamarcos (2002, as cited in Kim, Lin, & Qiu, 2015) contended that there are two challenges that are common amongst academics in most disciplines, 1) diverse students and the need to educate and communicate with them as they are prepared to work in very dynamic industries and 2) connecting real world practice and academia. In today's higher education, greater emphasis is being placed on teaching students and encouraging them to prepare for careers and to be successful in the real-world (Bowen, Kurzweil, Tobin, & Pichler, 2006). The effectiveness and value of mixing conventional knowledge teaching approach with experiential learning has been empirically researched in different disciplines (Hoover,

Giambatista, Sorenson, & Bommer, 2010; Lei, Lam, & Lourenco, 2015; Ng, Dyne, & Ang, 2009). Shortt (1987) posited that many disciplines that are related to business utilize experiential learning as a pedagogical medium to offer actual experiences for students.

Kolb (1984) introduced a model that included four stages of experiential learning: 1) concrete experience, 2) reflective observation, 3) abstract conceptualization, and 4) active experimentation. He posited that each stage builds upon the previous to the point where learner is prepared to extend meanings, understandings, or applications derived from one experience to another. Using Kolb's model, Maier and Thomas (2013) posited that experiential learning offers students more in-depth learning through integrated real-life experiences and is delivered in a carefully structured framework of activities. In their study, they hypothesized that a blended-experiential learning course design and delivery would be rated by hospitality students as on par with or better than traditional classroom course design and delivery (Maier & Thomas, 2013). It was concluded that students did in fact rate blended-experiential learning on par with or better than traditional classroom course design and delivery.

The finding reflects that students do not only learn new skill and knowledge but they learn via experiencing, reflecting thinking and acting – experiential learning (Kolb & Kolb, 2005; Lei, Lam, & Lourenco, 2015). In order to be meaningful to the student, the direct experiences from experiential learning promote guided reflection and analysis that centers on the student while remaining active and challenging (Chapman, McPhee, & Proudman, 1995). Experiential learning assists with the development of improved and increased self-confidence, interpersonal skills and critical thinking of the students (Feinstein, Mann, & Corsun, 2002; Frontczk, 1998; Kim, Lin, & Qiu, 2015; Papamarcos, 2002).

Armstrong (2003) posited that students will be able to enhance their confidence levels outside the learning environment because they will have practiced various scenarios and replicated certain industry grounded events that lower the unknown factors that are able to be replicated in the classroom environment (Armstrong, 2003; Maier & Thomas, 2013; Ruhanen, 2005). A number of researchers also contend that students exhibit a greater level of enthusiasm and interest when directly involved in and creating real-life scenarios to apply learned theory. They do so by interacting and engaging with other students and industry executives and setting in order to deepen their comprehension and conceptualization skills with personalizing meaning and content. This embedded, experience-based understanding and real-life experimentation then leads to increased knowledge retention and skill acquisition (Feinstein et al., 2002; Hamer, 2000; Maier & Thomas, 2013; Richardson & Kleiner, 1992; Ruhanen, 2005).

Grimwood, Arthurs, and Vogel (2015) posit that it is about students drawing on insights amassed through experience, reflection, and abstraction to initiate, create, experiment, or engage with new experiential contexts (p. 374). Experiential learning has an essential element that is reflective learning (Kolb, 1984, Kok & Chabeli, 2002). Creating one's own knowledge is a part of reflective thinking (Wong, Kember, Chung, & Yan, 1995).

Kwong, Thompson, and Cheung (2012) explain that experiential learning takes place in different forms, such as field visits, projects implementation, simulations and case studies. This can also include internships, externships, practicums, and job shadowing. Numerous programs have adopted the idea of connecting students with working practitioners through a job shadow activity. Students' process of spending time with "job shadowing" professionals allows them the opportunity to view, gain confidence, and then demonstrate what they have experienced (Chapters Host Job Shadow Program, 2007; Frawley, 2009; and Linnehan, 2004).

McCarthy and McCarthy (2006) found that experiential learning associated with job shadowing was much more powerful than using the standard case study teaching tool. It lets students connect their classroom assignments with their future career aspirations (Haimson & Bellotti, 2001; and Reese, 2005). Many find the exercise to be important and valuable, and it further contributes to a better understanding of what to expect once they graduate and begin their working careers. Job shadowing can also be considered a career investment that opens doors for future employment (Johnson, 2010), and can count as authentic work experience to be used when applying for a job (Polakowski, 2007).

Job shadowing is a career exploration activity where students can spend time with someone at work to learn what it is like to do that job on a daily basis (Reese, 2005; Shermont & Murphy, 2006). It is a vital link in making important career connections and can be rewarding (Harrison, Kerby, & Fleak, 2009). Students can also connect their classroom experiences to the work place and gain valuable first-hand knowledge, possibly through an internship or co-op.

Chi and Gursoy (2009) found that participating in an internship proved to be a successful career transition for the student. They also discovered that more time spent on preparing the student for the interview through curriculum and coursework resulted in a higher quality internship placing. Job shadowing also creates work-based learning and allows the student to “see for themselves” what it would be like to have that job (Lozada, 2001). They also get a sense of the required skills and expertise for competency in that job and that can create a sense of community—people helping people (Stracener, 2005).

Job shadowing allows students the opportunity to explore and experience first-hand the “world of work” (Filisko, 2008; Parizek & Kesavan, 2002). When a network is established, students can connect with professionals, engage in cooperative learning environments, and practice informational interviews and job placement activities (Johnson, 2010). Chen and Gursoy (2007) posit that students interested in the leisure and tourism fields need to possess skills and behaviors that are adaptable and easily changed as time progresses. They also discovered that both the students and the working practitioner had similar expectations. This helps to create important and valuable connections.

Exposing students to HRT careers has been studied for many years. For example, high school students in Spey, Scotland were surveyed about their HRT career perceptions and it was discovered that they were negative due to their perceptions that these jobs were not desirable. This came from little or no local training (Getz, 1994). Quite possibly the time taken to connect students to working practitioners can dispel preconceived beliefs and stereotypes related to the field. Similarly, students exploring a medical career spent time with working medical practitioners and followed them throughout their day. They determined that the time spent in observation was a vital and important mechanism for medical students to learn the history, practice, and skill required as medical professionals (Kitsis, 2011). Cheng (2009) suggested that students enrolled in an online hospitality course showed stronger problem solving abilities than those in the traditional face-to-face (F2F) course. Consistent with the literature, the mode of instruction does not inhibit a students’ ability to learn and comprehend the course material (Fortune, Spielman, & Pangelinan, 2011).

Another element connected to job shadowing is the ability to learn in multiple environments that include F2F, hybrid, and online-only modes of instruction. Academicians in higher education know that students learn at various paces and, as a result of the Internet, there are fewer time and space boundaries to their accomplishing their goals (Cheng, 2009). The choice of mode of instruction has a unique way of impacting the learning experience. Sauers and

Walker (2004) suggest that the online mode of instruction corresponds with the needs of the students and they found that hybrid students communicated more frequently. They also discovered that these students had a higher rate of active learning than those enrolled in the traditional F2F setting.

## **METHOD**

During the fall 2010 quarter, 160 students participated in the job shadow study at a midsize urban university located in the San Francisco Bay Area of California. Participants of each course completed several tasks: 1) in-class writing #1 and peer review, 2) job shadow assignment, 3) in-class writing #2 and peer review, and 4) job shadow exit survey. Instruments of measurement for the study (job shadow and exit survey) were previously tested and published by Shifflett, Fortune, and Denton (2006).

The same HRT instructor taught the following classes that were used for the study: introduction to hospitality, recreation, and tourism (F2F) and special event management (hybrid and online). The students came from various age ranges and different majors and class ranks (freshmen to seniors) and the courses counted towards their general education requirements.

Data were collected from two sources, the job shadow scores (nine weeks into the school term) and an exit survey distributed at the end of the quarter. Out of the 160 students enrolled across three sections of classes (F2F 100, Hybrid 30, and Online 30), 153 job shadow scores were analyzed using the GLM procedure which is a method of least squares to fit general linear models (SAS/STAT® 9.2 User's Guide, 2008). SAS and Minitab software was conducted on the 128 who participated in the exit survey.

The first task was assigned during the 5th week of the quarter (Appendix I). Students were asked to write about their "dream job" in hospitality, recreation, and tourism. They were expected to imagine this experience and think about aspects of the job that were attractive and about what the possibility of working in such a position, including envisioning challenges. Their essays were required to include expanded explanations of the chain of command, communication, responsibility, advancement opportunities and benefits and aspects they expected to find challenging and rewarding. Students were also required to include their perceptions of an understanding of the typical day and any thoughts, feelings, and impressions related to their "ideal job." Students used a personal code instead of their own names to ensure anonymity and were allowed forty-five minutes to complete the task.

Towards the end of the class period, students exchanged their papers with classmates for a peer review using a holistic rubric (Appendix II). Students evaluated each other's work and awarded points on a scale of 0-15 based on three different categories: communicated specific job information, the use of the "7 Cs" (clear, coherent, concise, concrete, correct, courteous, and complete), and synthesis of issues/ideas.

After the first in-class writing assignment, students were randomly split into two job shadow groups- A or B, which was designed to help them flesh out their papers with additional feedback and ideas from peers. The next step was to complete the actual job shadow according to the assignment description. (Appendix III) Group A was to spend four hours shadowing someone F2F and Group B were to spend four hours conducting an Internet research (email and web browsing). During the interview and through observation, the goal for the students was to describe a typical day including pre-requisite skills and knowledge, advancement opportunities, roles and responsibilities, concluding with perspectives related to job rewards and challenges.

The final paper was to include the title of the project and if the students would do it the same way or differently, and why.

After conducting their job shadows, students submitted their assignments to the instructor and were evaluated using an analytic rubric (Appendix IV) that measured the two elements: job specific and general writing skills, based on a 5-point scale with scores ranging from 18 to 90. The job shadow assignments were returned to the students with the instruction to repeat the first in-class writing assignment and write about their dream job in HRT, this time factoring in their actual experience.

The final step was to complete an online exit survey at the end of the term using a Likert scale of 1-5 (Appendix V), (1 = strongly disagree, 5 = strongly agree). The survey instrument included the following career-related questions: I feel I match the requirements of the job I desire; I feel there are numerous employment opportunities available to me; my college degree allows me to be competitive with the current job market; I understand a “typical” day on the job; the employment benefits available make my career choice more appealing; I am attracted to the job of my choice because of the type of people who work there; my writing skills will be important to the job of my choice; being an effective communicator is an important part of the job for a person in the position I would like; and to fully understand your dream job, it is best to spend time with someone employed in that position. The demographic questions included 1) year in college/university, 2) age, 3) gender, 4) ethnicity, 5) major, 6) grade point average, 7) work (full/part-time), 8) computer proficiency, and 9) preference in course delivery mode.

## RESULTS

Out of the 160 students enrolled in all three-course sections (F2F, hybrid and online), 153 job shadow scores were recorded (96% response rate) and 128 participated in the exit survey (80% response rate). Results from the job shadow grades were marginally significant (0.0832) between classes (Introduction to HRT vs. Special Events Management), type (hybrid vs. online) and job shadow group (A/F2F or B/Internet). Student responses from the exit survey were used for in depth analysis for this paper.

Out of the 128 students from all three modes of instruction who participated in the exit survey (F2F, hybrid and online), there were 82 females (64%) and 46 males (36%) and most worked full time (80.5%) versus part time (19.5%). The largest age range was 17-22 (68.8%) and the average G.P.A. was 2.5-3.0 (35.9%). The top two majors were Hospitality, Recreation, and Tourism (18%) and Business Administration (12.5%). Ethnic breakdown included Asian (27.3%), White (18%), decline to answer (15.6%), Hispanic or Latino (14.1%), Black or African American (10.9%), Asian Pacific Islander (9.4%), other (3.9%), and American Indian or Alaska Native (0.8%).

Students participating in Group A/F2F job shadow scored higher in four out of the five career perception questions than those who were in Group B/Internet (job) Shadow. When asked about their knowledge of a typical day in their dream job, the F2F job shadow students scored 4.2 whereas the Internet job shadow students scored 4. Related to job benefits, the F2F job shadow students scored 4.1 and the Internet job shadow students scored 3.9. The F2F job shadow students scored higher than the Internet job shadow students in their writing and communication skills (4.1 and 4.5), and students who did the Internet shadow were more confident about their employment opportunities (3.8) than those who were in the F2F shadow (3.78) (see Table 1).

Table 1

*F2F (Job) Shadow Scores vs. Internet (Job) Shadow Scores*

HRT Career Perceptions	<u>Group A/F2F Shadow</u>			<u>Group B/Internet Shadow</u>		
	Mean	Median	St. Dev.	Mean	Median	St. Dev.
Employability	3.78	4	1.2	3.8	4	1.1
Job Knowledge	4.2	5	1.2	4	4	0.9
Job Benefits	4.1	4	1.0	3.9	4	0.9
Writing Skills	4.1	4	1.1	3.9	4	1.1
Comm Skills	4.5	5	1.1	4.3	5	1.0

Note: The p-value is < 0.005 in all of the tests conducted

Students attending online classes scored the highest when asked about their knowledge of a typical day on the job (4.6), writing skills (4.4), and communication skills (4.7). Students attending the F2F class scored the highest when asked about employment opportunities (3.987) and job benefits (4.2) (see Table 2).

Table 2

*Instructional Mode vs. HRT Career Perceptions*

HRT Career Perception	<u>F2F</u>	<u>Hybrid</u>	<u>Online</u>
	Mean	Mean	Mean
Employability	3.9	3.4	3.8
Job Knowledge	4.2	3.8	4.6
Job Benefits	4.2	3.8	4.0
Writing Skills	3.9	3.6	4.4
Comm Skills	4.6	4.2	4.7

Note: The p-value is < 0.005 in all of the tests conducted.

The students enrolled in the F2F class, however, felt that participation in the F2F shadow was more effective than those who participated in the Internet shadow. The means for the F2F shadow are consistently higher than those for the Internet shadow. Finally, all students attending the Hybrid and Online classes felt that the Internet shadow was more effective than participation in the F2F shadow (see Table 3).

Table 3

*Instructional Mode, Career Perceptions, And Shadow Group (A/F2F or B/Internet)*

HRT Career Perceptions	<u>F2F</u>		<u>Hybrid</u>		<u>Online</u>	
	Grp A	Grp B	Grp A	Grp B	Grp A	Grp B
Employability	4.0	3.7	3.3	3.8	3.7	4.2
Job Knowledge	4.2	3.9	3.6	4.0	4.5	4.5

Job Benefits	4.3	3.8	3.6	3.6	3.9	4.2
Writing Skills	4.2	3.6	3.4	4.5	4.3	4.7
Comm Skills	4.6	4.1	4.1	4.6	4.7	5.0

Note: The p-value is < 0.005 in all of the tests conducted.

## DISCUSSION

The results of the Job Shadow study indicate the level of complexity and understanding gained by the students' experience shadowing a working practitioner in hospitality, recreation, or tourism. The goal was to explore the impact on a student's HRT career perceptions and modes of instruction (F2F, Hybrid, and Online). The job shadow assignment scores indicated marginally significant differences between class (Introduction to HRT vs. Special Events Management), type (hybrid vs. online) and group (A/F2F shadow vs. B/Internet shadow) of those participating in the study. The job shadow scores are also consistent with the literature related to little or no differences in learning between F2F and online modes of instruction. The exit survey findings show that the F2F students had the highest scores on HRT career perceptions and online students with the strongest understanding of job knowledge and written communication skills.

Survey findings indicate a higher number of females and mostly HRT and Business Administration majors, which may have been an influential factor on HRT career perception scores. Students who participated in the F2F shadow had the highest scores on four of the career perspective variables—employability, job knowledge, job benefits, and writing and communication skills. The human interaction and time spent with the working practitioner contributed to their overall understanding of the HRT career. Students who completed their job shadow using only the Internet scored the highest in terms of being more confident about their employment opportunities.

Students enrolled in the online class had the highest scores related to job knowledge and the clearest understanding of their ability to write and communicate effectively in a professional manner. They also felt very comfortable connecting in a way that was competitive and responsive to the global business environment and knew what was expected during a typical day on the job. Students today are primarily digital natives and are very comfortable connecting, communicating, and expressing themselves using technology tools such as email, web browsing, and instant messaging. Yet the students in the F2F class felt that they had a stronger understanding of the job benefits. One contributing factor may be that students enrolled in the F2F class are more inclined to take the time to meet with a career counselor and participate in career-related activities offered on campus.

As noted in the findings section, study results detailed how shadowing a working practitioner creates important experiences that are memorable and valuable to students' understanding of their career path. The direct knowledge gained did engage a different response than hypothesized because of what they learned through interviewing, questioning, and inquiry, and through writing and publishing their job shadow assignment for course credit that counted towards their final grade. The job shadow exercise did produce meaningful data that can be applied in multiple applications related to personal and professional development when designing curriculum.

## LIMITATIONS



The job shadow study was complex and multi-faceted and far-reaching for those involved. To build on that complexity, the survey could have been distributed at the beginning as well as at the end of the course. Another limitation was that the survey question “how they learned about their dream jobs” offered students only two choices, either “F2F Shadow” or “Internet Job Shadow” and this permitted only a peripheral response by the participants. This question would need modification to get a more accurate representation of student perceptions and skills acquisition. Another conclusion would be to only analyze the responses from the 18% of students who are enrolled in the HRT major.

## CONCLUSION

The purpose of the job shadow study was to measure career perceptions related to hospitality, recreation, and tourism professionals working in the field as cross tabulated with the mode of instruction. The results from this study suggest that there are marginal differences between classes (Introduction to HRT, Special Events Management), type (hybrid vs. online) and group (A/F2F shadow or B/Internet shadow). Exit survey results also suggest that the F2F shadow group had the highest scores on the four career perspective variables—employability, job knowledge, job benefits, and writing and communication skills.

Requiring a writing assignment utilizing job shadowing as an experiential learning pedagogy assists students create a greater connection to their possible future careers and helps to motivate them while thoughtfully expressing their experience and learning through written communication. Also, the logical progression of the entire course and integrated experiential learning assignment and activity that is required outside of the classroom produces greater knowledge and understanding of the HRT field.

Results also indicated that F2F students felt more comfortable with the F2F job shadow whereas online and hybrid students were more comfortable with the Internet job shadow process. The mode of instruction was a factor in learning and presented data that is consistent with the viability and sustainability of online and distance learning pedagogy. A generalization is that students who were enrolled in the hybrid class received the best of both worlds—F2F and online instruction. This instructional mode has become more popular and is an economically workable format for learning while still developing rigorous and critical thinking skills that can be used on the job. Taking this further, applying a job-shadowing exercise as part of the course assignments has proved to be a productive area of research.

Future research, including the results and outcomes of the current study, could be more of an “interview process” instead of a “job shadow”. This would entail the use of Internet research and the recommended in-person job shadowing research design. Experiential learning, as the foundation of the job shadow assignment, is of great value considering the practical application, delivery of instruction utilizing technology and melding the current student population with a medium they are accustomed to using on a daily basis. Future studies could also include using a pre- and post-test design that includes final course grades for measuring HRT career perceptions.

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**APPENDIX I**

## Instructions for In-Class Writing Assignment

Imagine your dream job in hospitality, recreation & tourism. Think of the aspects (of this job) that attract you. Try to imagine what it would be like—including any challenges—to work in such a role/environment. What types of communication skills would you need? How would you conduct your business (personal and professional) so that you were effective?

Your task now is to write an essay that describes your ideal job.

Please make sure you include the following details:

- Breadth and depth of responsibility (of the job)
- Communication responsibilities and style
- Chain of command (boss, subordinates, who reports to who, etc.)
- Advancement opportunities and benefits linked to the job (travel, professional development, stipend, car, cell phone, health coverage)
- Aspects you expect to find challenging as well as rewarding

Describe your understanding of a "typical day" (at your desired job/career).

Include any final thoughts, feelings, and impressions regarding what it might/would be like to have your ideal job.



**APPENDIX II**

Holistic Rubric Used by Students  
(5-point scale)

Score	Communicated Specific Job Info	Use of 7 Cs	Synthesis of Ideas/Issues
5 Excellent	Clearly explains job duties and responsibilities in detail	The message is well-written, interesting and easy to read (applies all 7 Cs of communication)	Well organized; effectively defines ideas and issues with smooth transitions
4 Proficient	Explain job duties and responsibilities	Both overall pattern and internal organization are good (applies most of the 7 Cs of communication)	Well-developed ideas/issues
3 Competent	Briefly explains job duties and responsibilities	Average writing (applies some of the 7 Cs of communication)	Adequate synthesis of ideas/issues
2 Unsatisfactory	Poorly explains job duties and responsibilities	Weak writing (applies few of the 7 Cs of communication)	Weak synthesis of ideas/issues
1 Poor	Inadequately explains job duties and responsibilities	Unacceptable writing with grammatical errors (little or no use of the 7 Cs of communication)	Underdeveloped synthesis of ideas/issues

Note: The seven C's are: Clear, Coherent, Concise, Concrete, Correct, Courteous, and Complete.

### APPENDIX III

#### Midterm: The Job Shadow

##### GROUP A: FACE-TO-FACE SHADOW

In order to research your "dream job in Recreation or Hospitality Management," arrange to spend at least four (4) hours shadowing SOMEONE WHO WORKS in a business as closely related to SPECIAL EVENT PLANNING/HOSPITALITY, RECREATION & TOURISM as possible. Your goal is to obtain, through interviewing and observation, detailed insights into what such a job would be like.

Based on your interview and observation, write up the information you gathered on roles and responsibilities, pre-requisite skills and knowledge for the job, benefits, and advancement opportunities. Provide a description of a typical day on the job. Conclude with your perspective on the rewards and challenges you associate with your dream job.

##### GROUP B: INTERNET SHADOW

In order to research your "dream job in Recreation or Hospitality Management," arrange to spend at least four (4) hours CONDUCTING INTERNET RESEARCH on a person/in a business as closely related to SPECIAL EVENT PLANNING/HOSPITALITY, RECREATION & TOURISM as possible. Your goal is to obtain, through interviewing and observation, detailed insights into what such a job would be like.

Based on your interview and observation, write up the information you gathered on roles and responsibilities, pre-requisite skills and knowledge for the job, benefits, and advancement opportunities. Provide a description of a typical day on the job. Conclude with your perspective on the rewards and challenges you associate with your dream job.

##### PAPER

Title of Project

Detail and summarize the observation/interview

This should include:

- typical day
- rewards/challenges
- what you would do the same and why
- what you would do differently and why

**APPENDIX IV**

Analytic Rubric Used by Professor

(Each item rated on a 5-point scale: (1) poor, (2) fair, (3) average, (4) good, (5) excellent)

Score range: 18 to 90.

Job Specific Element	General Writing Elements
<ul style="list-style-type: none"> <li>• Writing conveys overall understanding of the job</li> <li>• Understanding of the breadth of the job</li> <li>• Understanding of the details/depth of the job</li> <li>• Ability to communicate responsibilities</li> <li>• Ability to identify the chain of command</li> <li>• Ability to communicate advancement opportunities</li> <li>• Ability to communicate benefits</li> <li>• Clear articulation of a "typical" day</li> <li>• Clear articulation of job challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Written competency overall (whole paper)</li> <li>• Writing is "clear" (simple, easy to understand)</li> <li>• Writing is "concise" (precise)</li> <li>• Writing is "coherent" (content makes sense, parallel structure)</li> <li>• Writing is "concrete" (includes specific details)</li> <li>• Writing is "correct" (grammar, spelling, and punctuation)</li> <li>• Writing is "complete" (detailed information)</li> <li>• Writing is "courteous" (positive, goodwill, proper names, avoid gender-specific terms)</li> <li>• Ability to articulate thoughts, feelings, impressions regarding what it would be like to have their ideal job</li> </ul>

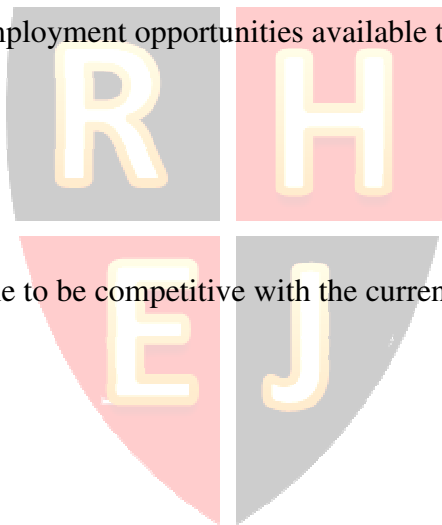


**APPENDIX V**

## Online Exit Survey

Please answer the following questions with the ideal job you chose in mind.

1. What class section are you enrolled in?
  - REC 1000
  - REC 4502 – Hybrid
  - REC 4502 – Online
  
2. I feel I match the requirements of the job I desire.
  - Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
  
3. I feel there are numerous employment opportunities available to me.
  - Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
  
4. My college degree allows me to be competitive with the current job market.
  - Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
  
5. I understand a “typical” day on the job.
  - Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
  
6. The employment benefits available makes my career choice more appealing.
  - Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree



7. I am attracted to the job of my choice because of the type of people who work there.
  - Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
  
8. My writing skills will be important on the job of my choice.
  - Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
  
9. Being an effective communicator is an important part of the job for the position I would like.
  - Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
  
10. To fully understand your dream job it is best to spend time with someone employed in that position.
  - Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
  
11. Year in college/university
  - Master's
  - Senior
  - Junior
  - Sophomore
  - Freshman
  
12. Age
  - 17-22
  - 23-28
  - 29-34
  - 35-40
  - 41-46
  - 47-52
  - 53-58
  - 59-64



13. Gender

- Female
- Male

14. Ethnicity

- American Indian or Alaska Native
- Black or African American
- Asian
- Asian Pacific Islander
- Hispanic or Latino
- White
- N/A
- Other (please specify) \_\_\_\_\_

15. Major

- Business Finance
- Business Administration/Management
- Business Marketing
- Business Economics
- Social Sciences
- Biology
- Social Work
- Kinesiology/Physical Education
- Hospitality, Recreation & Tourism
- Criminal Justice
- Arts, Visual Performing
- Computer Science
- Math
- English
- Communications
- Psychology
- Other (please specify) \_\_\_\_\_



16. Grade Point Average

- 1.50-2.0
- 2.0-2.5
- 2.5-3.0
- 3.0-3.5
- 3.5-3.9
- 4.0 or above

17. Work

- Full-time
- Part-time                      Full or Part-time Hours Per Week \_\_\_\_\_

18. How proficient are you with computers?

- Very
- Somewhat
- Ok
- Not Very
- No Skill/Knowledge

19. I prefer to take my course online.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

20. How I know about my dream job:

- Did not specifically research job
- Did the job shadow assignment
- Internet exploration
- Family
- CSUEB Career Center
- Other (please specify) \_\_\_\_\_

