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Career Planning & Career Management
52:533:360:01
Spring 2018

OFFICE HOURS: By appointment and generally before class.

TEXTS:

- Harwood, Laurie; Owens, Lisa M.D.; & Kadakia, Crystal. Your Career: How to Make It Happen, Cengage Learning, 2017 (9th Edition).
- Harrington, Brad & Hall, Douglas T. Career Management & Work-Life Integration: Using Self Assessment to Navigate Contemporary Careers, Sage Publications, Inc., 2007.

• Additional cost: Strong Interest Inventory (directions attached provided by the Career Center)--\$10.00 in cash to be given to professor by **January 29** and the inventory **must** be filled out by **February 1** in order to get in-class feedback in a class session to follow.

COURSE DESCRIPTION/OBJECTIVES/GOALS:

This course presents practical strategies that prepare students to confirm an appropriate career, to conduct a job search, and to lay the foundation for successful career management. The course focuses heavily on the career planning aspects of your life. Emphasis is on assignments to assess yourself awareness, skills, and interests; to research prospective employers; to explore aspects of the application process (e.g. resume preparation, cover letters, interview practices); and to better integrate your career aspirations with your life goals. You should leave this semester with an ability to:

- Understand how your past influences have helped shape your self assessment
- Effectively communicate information about yourself to prospective employers
- Develop a plan for going forward in your career and life planning and management

This course relates, in particular, to two of the School of Business Undergraduate Program learning goals; those of 1) teamwork/interpersonal relations in that you will have numerous opportunities to work with and exchange ideas with each other and 2) communications impact/effectiveness in that you will have numerous opportunities to present your thoughts orally as well as in written products.

TEACHING METHODS:

This course involves a mix of lecture and discussion combined with experiential learning. It is expected that assigned material will be read and/or written before coming to class. During the semester, there will also be sessions conducted with members of the Career Center in order to further enrich your experiences. You will need to prepare material from the texts, so bring them to class.

CLASS ATTENDANCE AND THE ROLE OF THE STUDENTS:

A class of this nature requires consistent attendance if an effective learning experience is to be gained by you and your peers. Since you are an integral part of the group experience, you will be hurting yourself and disrespecting others if you do not attend and actively participate. **In short, come to class.** The life

experiences you have to offer help to reinforce the class discussions. I will try to get to know all of you fairly well. Those who attend are helping themselves in the category called “fudge factors.” *More than 4 absences in the semester may result in a 1 grade reduction; more than 6 absences may result in a 2 grade reduction.* I do pass around an attendance sheet. If you are signed in and not present, both you and the person who signed you in *will* earn a reduced grade for the semester.

CRITERIA FOR EVALUATION:

Exams (30%)

Two exams will be given based primarily on text material and assigned readings. The format of the exams (mostly multiple choice and true/false) will be discussed with you approximately one week prior to its date. Exams are of equal weight and are not cumulative. Grading curves are calculated on the basis of the performance of your class only as a whole—not an a priori basis. The curve can change from exam to exam. I encourage you to keep an individual set of text-related notes as you are permitted to use them during each exam. Photocopied material **may not** be used while taking the exams. The first exam will occur around the 9th week of classes (date to be determined); the second exam will be **MAY 7**).

Career Builder Files Tracker (15%)---start it now and pace yourself!!!

You are expected to **create** (starting in week 1) and **maintain** (throughout the semester) a Career Builder Files Tracker binder per instructions in Career Action 1-2 (p.21- Harwood et al. text). This will consist of information you record while responding to **1) Career Action Worksheets** (some are repetitious and you can check with me before responding), **2) Critical Thinking questions at the end of each chapter**, **3) Real World Scenarios**, **4) Trial Runs in each chapter**, **5) Social Networking handout—respond and include in binder**, **6) Course Assignments (self-assessment surveys, course papers, as well as various documents created in assignments e.g., resume, cover letter, reference and networking lists, etc).** **7) Additionally, material such as the course syllabus and other handouts, articles from media and internet sources should be included.** **8) Lastly, you should ask your network members about the best and worst career advice they have received and include a summary in the binder.** The end result should be an **organized** binder with information that will help you throughout your career (i.e., this is not being done only as a class requirement). Don’t wait until the last week to put this material together. Pace yourself---this is a predominantly self-directed! **DO NOT WAIT UNTIL THE LAST WEEKEND OF THE SEMESTER** or you will feel overwhelmed!!!! I will collect them during the last week of the semester for final review. They will be returned to you at the time of the last exam. **Due: Monday, April 30.**

Career Autobiography (15%)-----see Paper #1 attachment

This assignment does not draw from theories learned in this course or any other. You are simply expected to construct the story of your life—a small task (are you kidding? you don’t know what I’ve been through!) The purpose of this assignment is to do a very thorough job of recounting and reflecting on the major experiences and people that have influenced your thinking, your work, and your life. Simply put, if you do not know where you have been or where you currently are, it’s tough to know where you are going in the future.

While I cannot attach a grade to your life, I can grade the quality and rigor of your effort to describe it. Like other papers in the course, the key will be to explore ideas and experiences with a high degree of depth. Don’t just say, for example, “My father was a stay-at-home dad, which was interesting.” Describe what it was like, how your father was in this role, how that influenced your concept of parenting or careers, how that challenged stereotypes, etc.

YOU are a work- in- progress, as is this assignment. It is essential to take a long, hard, honest look at your experiences to date. Expect many comments and questions from me as feedback on this paper. It takes me around 4 weeks to read through these papers given their significant importance in giving me vital information about you. This paper is the cornerstone of your self-assessment process and has a direct impact on later course assignments, so do not do a “once over lightly.” Questions are provided on the Paper 1 attachment to give you a focus. **Due date is FEBRUARY 14 (think of it as a Valentine’s day present to yourself to complete the paper!).** Any paper received after February 21 will have a reduction of 1 grade applied to it.

Self Assessment Paper (20%)---see Paper 2 attachment.

This paper will be framed around a set of “life themes” that you will develop. You will be expected to develop a **minimum** of 10 themes that are clearly derived from an objective review of all available data/self -assessment sources. There is a **strict format** to follow. Each page will have a theme label at the top of the page. Below that you will list all supporting data and data sources as well as any contradictory data that you have identified (It is essential that you look at the example presented in Harrington & Hall chapter 3. You will then accompany your 10 pages of themes with a written paper, 3-4 pages in length that introduces your themes and discusses the ways in which your themes influence and guide your career thinking. More details follow in the attached handout, but please recognize that a well-developed, well supported self- assessment requires full honesty with yourself! **Due date: 4th week in March (March 26).** Any paper received after April 2 will have a 1 grade reduction applied to it.

Career Plan (15%)—see Paper 3 attachment

This paper applies your self- assessment material, readings, personal reflections, and research in order to create an action plan for your career of the future. It is intended to be a description/plan of what steps you will be taking over the short and long term to achieve your goal of a meaningful work life. A more detailed description is attached. **Due date: April 30 (last class day).**

Class Participation –Fudge Factors (5%)

This portion of your grade will be based on the instructor’s evaluation of your classroom participation and leadership, attendance, and classroom behavior.

During the semester, all students will do **3 presentations**. The first is based on an autobiographical exercise, the second will be based on your lifestyle, and the last one will be a 30 second commercial (elevator pitch/personal brand description) which will be recorded and played back in class for feedback purposes.

Your grade here could be:

A=well above average compared to classmates

B=average in comparison to classmates

C=below average in comparison to classmates

F=if I rarely see you, nor hear from you, and your written work is severely lacking in demonstrating understanding of course requirements.

As noted earlier, excessive absences can result in a higher negative grade assessment for the course above and beyond the 5% value attached to this component.

Summary of Grading Components

Exams 30%

Career Management Files 15%

Career Autobiography 15%

Self -Assessment Paper 20%

Career Plan 15%

Class Participation/Fudge Factors 5%

CLASS MANAGEMENT CONCERNS

Academic Integrity

Policy found at <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>.

Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.

Academic Integrity means that you (the student) must:

- properly acknowledge and cite all use of the ideas, results, or words of others,
- properly acknowledge all contributors to a given piece of work,
- make sure that all work submitted as your own in a course activity is your own and not from someone else
- obtain all data or results by ethical means and report them accurately
- treat all other students fairly with no encouragement of academic dishonesty

Adherence to these principles is necessary in order to ensure that:

- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments
- all student work is fairly evaluated and no student has an inappropriate advantage over others
- the academic and ethical development of all students is fostered
- the reputation of the University for integrity is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore

bears a responsibility for ensuring that the highest standards of academic integrity are upheld. Violations are taken seriously and will be handled according to University policy.

If there are questions on how to comply, please contact Mary Flaherty in the Rutgers-Camden Dean of Students office: marykreb@camden.rutgers.edu or contact the appropriate Associate Dean or Area Head at the School of Business.

Student Code of Conduct <http://studentconduct.rutgers.edu/university-code-of-student-conduct>

Violations of the Student Code of Conduct are considered serious infractions of student behavior and students who violate the code are subject to penalties relative to the level of the matter. In general, students may not disturb normal classroom procedures by distracting or disruptive behavior. Examples of disruptive behavior include, but are not limited to, the following:

- Repeatedly leaving and entering the classroom without authorization
- Answering cellular phone or allowing pager to beep
- Making loud or distracting noises
- Repeatedly speaking without being recognized, interrupting the instructor or other students, or otherwise acting in disregard of the instructor's requests
- Threats or violence

Violations of the code should be reported to the Dean of Students office deanofstudents@camden.rutgers.edu or 856-225-6050.

If the violation is immediate and a potential threat is a concern, call the Rutgers-Camden police at 856-225-6111

Disability Services/Accommodations

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the Office of Disability Services web site at:

<https://ods.rutgers.edu/students/registration-form>.

Ajeenah Nuriddin-Little
(856) 225-2722

Rutgers-Camden Disability Services:

Rutgers-Camden Learning Center

Armitage Hall, Room 240

311 North Fifth Street, Camden, NJ 08102-1405

Web page: <https://learn.camden.rutgers.edu/disability-services>

E-mail: Ajeenah.nuriddin-little@camden.rutgers.edu

Weather Alerts

If the campus is closed due to weather conditions, it will be noted on both the School of Business (<http://camden.sbc.rutgers.edu>), and Camden campus (<http://www.camden.rutgers.edu>) websites. KYW 1060 am also carries such announcements (codes: 605-day classes, 2605-evening classes).

Scheduling Adjustments/Notes

March 7—no class

March 12 and 14 (Spring break time—no classes)

March 19—no class

Last class date prior to finals is Monday, April 30

Second exam will be during the finals week schedule: **MAY 7 from 11:30-1:00.**

Tentative Course Session Outline

Below is an identification of the flow of the class sessions. I've listed chapters from Harwood book. **You are expected to do the Career Action Worksheets, Real World Scenarios, Critical Thinking questions, and Trial Runs from each chapter.** Additionally, I will identify exercises from the Harrington and Hall book (which we will use as a supplemental source of surveys and related activities) as part of in- class sessions and external assignments.

Weeks 1-3 Overview of Course/ Biographic Exercise/Career Center Orientation

Please make sure to take the Strong Interest Inventory at the Career Center or online **NO LATER** than the end of the 2nd class week. This costs \$10.00 which should be given directly to me by the end of the second week of classes. During the first part of the semester, you should also submit a resume draft to the Career Center for feedback.

In class, there will be an interactive exercise and presentation done during this time period by all students. A class session from Career Center representatives will include feedback on the Strong Interest Inventory and an overview of the center's website and services.

Weeks 4-6: Prepare for the Journey

CHAPTER 1 The Job Search Journey

CHAPTER 2 Know Yourself to Market Yourself

CHAPTER 3 Picture Yourself in the Workplace

Appendix A

Complete chapters 1-3 Career Action Worksheets, Real World Scenarios, Critical Thinking Questions and Trial Runs.

Weeks 7-8: Create Your Resume

CHAPTER 4 Plan Your Resume

CHAPTER 5 Write Your Resume

Complete chapters 4-5 Career Action Worksheets, Real World Scenarios, Critical Thinking Questions and Trial Runs.

Weeks 9-10: Apply for the Job

CHAPTER 6 Find Job Opportunities

CHAPTER 7 Write Job Applications

CHAPTER 8 Write Effective Tailored Cover Letters

Complete chapters 6-8 Career Action Worksheets, Real World Scenarios, Critical Thinking Questions and Trial Runs.

First Exam: Exam covers the First 7 Chapters & handout material.

Weeks 11-13: Shine at Interviews

CHAPTER 9 Know the Interview Essentials

CHAPTER 10 Prepare for the Interview

CHAPTER 11 Interview Like a Pro

Complete chapters 9-11 Career Action Worksheets, Real World Scenarios, Critical Thinking Questions and Trial Runs.

Week 14-15: Connect, Accept, and Succeed

CHAPTER 12 Stay Connected with Prospective Employers

CHAPTER 13 Dealing with Disappointment

CHAPTER 14 Taking Charge of Your Career

Appendix B

Complete chapters 12-14 Career Action Worksheets, Real World Scenarios, Critical Thinking Questions and Trial Runs.

Week 16

Second Exam: Monday, May 7 -11:30-1:00

Exam covers Chapters 8 to 14 & handout materials