School of Business

PROFESSIONAL SKILLS FORUM I 52:135:202:93

Tuesday – 2 – 3pm

Term: Fall 2024

Professor: McKinsey Alston
Office Phone: (215) 645-7327
E-mail: mckinsey@camden.rutgers.edu

Office: BSB419
Office Hours: Tuesdays
By appointment

COURSE PURPOSE

Professional Skills Forum I (PSF1) is a foundational course for first-year business students to build personal and professional competencies including professionalism, teamwork, effective communication (written & oral), and career and self-development. These competencies are based on the National Association of Colleges & Employers (NACE) 2021 Competencies for a Career-Ready Workforce. The four NACE competencies are embedded throughout the course which focus on Professionalism, Communication, Teamwork, and Career & Self-Development.

COURSE DESCRIPTION

The course is a face-to-face course supported by online learning materials. There may be some classes presented virtually to accommodate guest speakers or focused on larger projects and out of class engagement.

The course is divided into two broad categories: College Journey Success and Early-Stage Career Management. The topics are designed to progress students from informational knowledge to application through course activities and assignments. The course has multiple weekly assignments to expand the learning outside of the classroom and develop artifacts to demonstrate active learning and competency development. Students will work in teams and provide topic related lessons, supported by activities. Students will generate a reflective assessment, construct an effective resume, and build collaboration skills while developing professional competencies.

COURSE LEARNING OBJECTIVES

Upon successful completion of this course students should be able to:

- Understand & demonstrate effective work habits, and act in the interest of the larger community and campus.
- Build and maintain relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.
- Clearly and effectively exchange information, ideas, facts, and perspectives with people inside and outside of an organization.
- Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization.

RSBC graduates are knowledgeable professionals who are capable decision-makers, confident communicators, and prepared for the professional work environment. RSBC is accredited by the Association to Advance Collegiate Schools of Business (AACSB). To seek continuous improvement, we assess our program through an assurance of learning plan.

The course introduces and supports two program level learning goals.
- Teamwork and Interpersonal Relations
- Communication Impact & Effectiveness

COURSE MATERIALS

 OTHER:

- Narrated lectures, readings, and other posted material is available on the class Canvas site.

HOW TO SUCCEED IN THIS COURSE

To succeed in this course will take an effort on your part. This class is designed for interactive engagement with others in and outside of the class (networking events, informational interviews, etc.). As a 1 credit course, you should expect to spend 1 hour per week in class sessions and 2 hours of activity/assignments to support your learning (including preparing for the next class session).

1. Follow the Canvas Modules - they are built to guide your way through each week.
2. Before class sessions - review the module materials (videos, articles, podcasts, or slide decks) to prepare for the in-class discussions.
3. Attend class sessions and career development events - many of our activities & assignments will be started or reviewed in class.
4. Participate in class discussions and in your team projects.
5. Submit assignments on time - paying attention to the detailed instructions provided.
6. Maintain your weekly reflection journal - this will make later assignments much easier.
7. Communicate with your instructor. Seek assistance and ask for help when needed.
8. Know your Campus Resources.
9. Bring a positive attitude to class.
10. Act in a professional manner – in-person, virtually, and in all your communications

11. Have fun! - this course is designed to support you to reach your personal and professional goals throughout your college journey and beyond.

Diversity Statement:

This class strives to be an inclusive community, learning from the many perspectives that come from having differing backgrounds and beliefs. As a community, we aim to be respectful to all. We reject all forms of prejudice and discrimination, including but not limited to those based on age, color, disability, gender, gender identity, gender expression, national origin, political affiliation, race, religion, sexual orientation, and veteran status. Faculty and students are expected to commit to creating an environment that facilitates inquiry and self-expression, while also demonstrating diligence in understanding how others' viewpoints may be different from their own.

Our goal as a learning community is to create a safe environment that fosters open and honest dialogue. We are all expected to contribute to creating a respectful, welcoming, and inclusive environment. To this end, classroom discussions should always be conducted in a way that shows honor, respect, and dignity to all members of the class. Moreover, disagreements should be pursued without personal attack and aggression, and instead, should be handled with grace and care. This will allow for rigorous intellectual engagement and a deeper learning experience for all.

POLICY STATEMENTS

Disability Services/Accommodations

The University is committed to supporting the learning of all students and faculty will provide accommodations as indicated in a Letter of Accommodation issued by the Office of Disability Services (ODS). If you have already registered with ODS and have your letter of accommodations, please share this with me early in the course. If you have or think you have a disability (learning, sensory, physical, chronic health, mental health or attentional), please contact https://success.camden.rutgers.edu/disability-services.

Accommodations will be provided only for students with a letter of accommodation from ODS. Their services are free and confidential. Letters only provide information about the accommodation, not about the disability or diagnosis.

Academic Integrity

The Academic Integrity policy can be found at
https://studentconduct.rutgers.edu/processes/university-code-student-conduct
http://studentconduct.rutgers.edu/student-conduct-processes/academic-integrity/

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.

Artificial Intelligence Use:

Acceptable and Unacceptable Use of AI

The use of generative AI tools (e.g. ChatGPT, Dall-e, etc.) is permitted in this course for the following activities:

- ● Brainstorming and refining your ideas;
- ● Fine tuning your research questions;
- ● Finding information on your topic;
- ● Drafting an outline to organize your thoughts; and
- ● Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- ● Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat.
- ● Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- ● Writing a draft of a writing assignment.
- ● Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your

use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. Any assignment that is found to have used generative AI tools in unauthorized ways based on guidelines in this syllabus, will be subject to report of a violation of Academic Integrity and thus the appropriate adjudication. When in doubt about permitted usage, please ask for clarification.

Code of Student Conduct

Rutgers University-Camden seeks a community that is free from violence, threats, and intimidation; is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and does not threaten the physical or mental health or safety of members of the University community, including in classroom space.

As a student at the University, you are expected adhere to the Code of Student Conduct. To review the code, go to the Office of Community Standards: https://deanofstudents.camden.rutgers.edu/student-conduct

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Expectations of Classroom Civility (online or in-person)
(source: the Assoc of College and University Educators)

The following protocols on the codes of behavior reflect professional business norms on manners, courtesy, and respect. (In general, you should treat others as you would like others to treat yourself. Be mindful that what is acceptable in a text or chatroom with friends may not be appropriate in a classroom or in an online conversation with an instructor.)

This could also include a statement regarding what your students can expect from you (example: I will be prepared and on time for class; I will respect you and your opinions).

- Classroom attendance is a necessary part of this course; therefore, (include specific requirements and any impact on grades).
- You are expected to do your own work. Cheating, plagiarism, and any other form of academic dishonesty will not be tolerated and will result in (include consequences).
- Meaningful and constructive dialogue is encouraged in this class and requires a willingness to listen, tolerance for different points of view, and mutual respect from all participants. All course members will be expected to always show respect for individual differences and viewpoints.
- The use of electronic devices can be disruptive to those around you. As a result, the use of such devices should be limited to class-related tasks.

Assignments

Assignments are designed to apply your learning, recognize your accomplishments and areas to improve. Assignments will support your development of your network and engage in professional enrichment activities.

<u>All written assignments must be uploaded to Canvas (Word, PDF, JPEG formats only) by the due date.</u> We cannot accept Google Docs or. Pages, instead upload as a .PDF (under "File" in the menu) and then submit that .PDF to Canvas.

Exceptions for late assignment submission may be granted through communication with the instructor prior to the due date. In some situations, students are encouraged to contact the Dean of Students Office should they experience any of the following concerns:
- A health or other condition that requires a long absence from the University.
- A mental or emotional health condition that causes the student to be a threat to self or others.
- Behavior that is disruptive to the educational environment.
- A traumatic event experienced by a student.

If the situation does not allow for advance notification (for example, emergency hospitalization), contact the professor as soon as possible. The professor reserves the right to request written documentation to support your absence (such as a doctor's note, an obituary, or military orders).

Grading –Your course grade is point based:

Individual based*	Class Attendance & Participation (14 sessions)	210
	Reflection Journal (10 points x 11 posts)	110
	Pre and Post-Assessment (short surveys)	20
	Asking & Reframing Questions assignment	40
	Graduation Plan (meeting required with RSBC Advisor)	50
	Connect to Others Assignment	50
	Course Schedule Planner Quiz	10
	iStart Strong Interest Inventory	50
	Career Planning Research	30
	Professional Enrichment – Toolkit Artifact	50
	Create Handshake Profile	20
	Competency Evaluation	30
	Final Project – A Look Back	50
Team based*	Team Contract/Charter	25
	Campus Resource Project	40
	Team Discussion & Activity	75
	Peer Feedback Evaluations	30

*subject to change

TOTAL Points Available: **890**

Your final numeric score will be converted to a percentage. Course grade will be based on percentage earned.
> A = 90% or higher
> B+ = 85% to 89%
> B = 80% to 84%
> C+ = 75% to 79%
> C = 70% to 74%
> D = 60% to 69%
> F= below 60%

Points are based on completion of all assignment components, effective communication practices (content, language, grammar, sentence structure), and following directions outlined in Canvas.

Module	DATE	TOPICS
1	9/3 – 9/9	Defining Success: Course Overview, Introductions, & Self- Awareness
2	9/10 – 9/16	Building Successful Teams
3	9/17 – 9/23	Asking & Reframing Questions – NO CLASS – REMOTE/RECORDING
4	9/24 – 9/30	Campus Resources & First-Year Transitioning – NO CLASS – REMOTE /RECORDING
5	10/1 – 10/7	Campus Resources Presentation & Project Kick-Off
6	10/8 – 10/14	Project Charter & Project Work Session – NO CLASS – REMOTE/RECORDING
7	10/15 – 10/21	Group Presentations – 2 Groups
8	10/22 – 10/28	Handshake account & Career Exploration – NO CLASS – REMOTE/RECORDING
9	10/29 – 11/4	Group Presentations – 2 Groups
10	11/5 – 11/11	Guest Panel - Connecting Goals to Outcomes
11	11/12 – 11/18	Understanding IStrong Inventory Results – NO CLASS – REMOTE/RECORDING
12	11/19 – 11/25	Group Presentations – 3 Groups
	11/28 – 12/1	THANKSGIVING RECESS – NO CLASS ON 11/26 – ENJOY YOUR BREAK
13	12/3 – 12/9	Competency and Self-Development Reflection - Assessing & Developing Competencies for Career & Life
14	12/10 – 12/20	Course Wrap up - What did we learn? – NO CLASS – REMOTE/RECORDING
		Good Luck on all your finals!

Presentation Topics:

1. Motivation & Goal Setting
2. Study Skills & Notetaking
3. Time Management
4. Purposeful Communication Practices
5. Growth Mindset
6. Grit & Resilience
7. Professionalism, Business Etiquette, and Your Online Presence