



Career Management: 37:533:317:04
Spring 2022

Wednesdays 5:40-8.40 pm
Location: Tillett Hall, room 116

Instructor: Ildi Koczan: ildi.koczan@rutgers.edu
In-person instructions: Wednesdays, 5:40pm-8:40pm (EST)
Location: Tillett Hall, room 116
Zoom link: (for the first two weeks) <https://rutgers.zoom.us/my/ik211>

Office Hours:

E-mail (Ildi Koczan): ildi.koczan@rutgers.edu
Office hours: By appointment

Optional Reading:

Getting from College to Career by Lindsey Pollak - published by HarperCollins (2007) – ISBN: 978-006-2069276

Making Career Decisions that count: A practical guide by D.A. Luzzo & L.E Severy- published by Pearson Education (2009) ISBN: 978-0-13-171277-5

All required class materials will be posted on Canvas at: <https://canvas.rutgers.edu>

Course Objectives:

This course will provide undergraduate level students an overview of career management topics including individuals' career self-concept, the various stages of career development, career decision making, changing employment reality, career phases and paths. In addition, we will discover various career development theories, explore tools and assessments that can help you understand yourself, your interest, values and skills and how your experiences so far can help in identifying your next career move, how to prepare for the job market, understand the job search process, and maximize your effectiveness in career development. Basic personal career enhancing skills will also be addressed including resume writing, interviewing skills, work-life balance, and company cultures. As a core class within the Human Resource Management (HRM) major, this course is relevant as HR managers are often placed in the role of advising others with respect to their careers while simultaneously managing their own. This course will offer an introduction to the issues relevant for students' current and future career management.

Examinations:

There will be one non-cumulative examinations as noted on the course schedule. Make-up policy: An examination grade of “0” will be assigned to any student who does not have an excused absence as defined on the syllabus.

Students with different learning abilities and needs should present a statement to that effect with appropriate documentation as early in the semester as possible, but certainly prior to the first midterm examination. A makeup exam will be held at a time convenient to the instructor when all students needing to take the makeup can be present. An examination cancelled by the instructor will be held at the next regularly scheduled class period.

SMLR Learning Objectives:

This course is designed to help students attain the following SMLR learning objectives:

IV) Theoretical Perspectives - Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation.

- Demonstrate an understanding of the practical perspectives, theories and concepts in their field of study
- Evaluate and apply theories from social science disciplines to workplace issues

VII) Professional Development – Demonstrate an ability to interact with and influence others in a professional manner, and to effectively present ideas and recommendations

- Develop effective presentation skills appropriate for different settings and audiences
- Develop career management skills to navigate one’s career
- Understand cultural differences and how to work in a multicultural environment
- Work productively in teams, in social networks, and on an individual basis
- Develop cultural agility competencies
- Demonstrate lifelong personal & professional development skills

Assignments:

Eight assignments are to be submitted on CANVAS under the related “Assignments” tab on the date indicated on the syllabus, unless stated otherwise. All assignments are worth either 5 or 10 points. Ensure you answer all parts of the assignment. Each assignment must be typed and well written and will be graded on a scale from 0 to 10 points (or 0 to 5 for assignment #6).

Late assignments will be automatically penalized if arrangements are not made in advance for late turn-in or without a valid excused absence. **Assignments handed in late without a valid excuse will be deducted 20% within 1 week late and then a “0” will be recorded.**

THIS POLICY WILL BE STRICTLY ENFORCED. Also, I will not discuss grades after 2 weeks of return of graded assignments.

In-Class Participation:

This is an interactive class and participation is EXPECTED. Students can learn a tremendous amount from each other - you should feel free (and be prepared) to provide your comments, ask thoughtful questions, and share your own experiences with the class. Moreover, active

engagement with course ideas and concepts (i.e., thinking about how they apply and why, generating questions or examples) helps develop well-rounded, reasoned judgments. Finally, research shows that students learn more when they are engaged and participate actively. For these reasons, active participation is an important class component.

We introduced **Discussion Boards (DB)** for the last two semesters since we were online. Due to the positive feedback, we received we will keep utilizing DBs for each topic. There will be a grade point attached to each discussion and that will translate into and accumulate as your "Participation and Attendance" grade by the end of the semester. During each class, you will be asked to post twice on the Discussion Boards. Once at the beginning of your class and the second time before class ends (typically towards the end) to solicit your thoughts and ideas on other's posts and to share your experiences on your learning journey. We will continue with this practice in hopes to keep everyone engaged yet not pressured to come to class when they feel unwell.

Excused Absence:

Excused absences include illness (verified by a note from a doctor)- please report inability to attend BEFORE class starts unless of course it is a medical emergency-; inclement weather only when the Rutgers Information Service (848-932-INFO) indicates that weather is disruptive to our online education; religious holidays, or when the instructor emails the class announcing class is suspended.

Grading:

Assignments:	70%	(70 points)
Final Exam:	20%	(20 points)
Participation and attendance	10%	(10 points)
Total:	100%	(100 points)

Course Grading:

A: 100– 90 B+: 89 – 85 B: 84 – 80 C+: 79 – 75 C: 74 – 70 D: 69 – 60 F: < 59

Extra Credit:

An opportunity to earn extra credit will be available for anyone who chooses to take advantage of it, provided that all assignments have been submitted and you have not missed taking either the midterm exam or submitting the final paper. It is each student's choice to avail her/himself of this opportunity to raise one's grade. Students should be checking their accumulated points through Sakai periodically throughout the semester to determine if taking advantage of extra credit assignments is something they wish to undertake. Designed extra credit assignment will earn 3 points. Additional extra credit offerings may be announced in class and will earn up to 1 point each.

Schedule and Topics

Date	Topic	Readings	Assignments
Jan. 19 (online)	<p>Part 1-Resumes</p> <ul style="list-style-type: none"> • Introduction and overview • Introduction of career self-concept • Resumes <p>CLASS DISCUSSION BOARD</p>	<ul style="list-style-type: none"> • Pollack, Chapter 7 • Luzzo & Severy, Chapter 1 	<p>Have your current version of your resume available for this class.</p>
Jan. 26 (online)	<p>Part 2 –Cover Letters</p> <ul style="list-style-type: none"> • <i>In-class resume review</i> • Career Fair Preparation • Cover Letters • <i>In-Class Project- Cover Letter: Understanding JDs</i> <p>CLASS DISCUSSION BOARD</p>	<ul style="list-style-type: none"> • Pollack, Chapter 7 	<p>Assignment 1: Resume. Submit a final copy of your resume.</p>
Feb. 2	<p>Part 3 - Job Interviews/References/Salary Negotiation</p> <ul style="list-style-type: none"> • Job Interviews/ References/ Salary Negotiation • Interviewing techniques and types of interviews • Job References and Background Checks • <i>In-Class Activity: Importance of the right body language</i> <p>CLASS DISCUSSION BOARD</p>	<ul style="list-style-type: none"> • Pollak, Chapter 9 • V. Bolden-Barrett: 4 recruiting trends to watch in 2018 	<p>Assignment 2: Submit your Cover Letter in Canvas</p>
Feb. 9	<p>Part 3 - Job Interviews/References/Salary Negotiation</p> <ul style="list-style-type: none"> • Job References and Background Checks • New ways of recruitment: Pymetrics and AI in Recruitment (Unilever) + assessment 	<ul style="list-style-type: none"> • Pollak, Chapter 9 • Gregory Lewis: 10 unexpected interview questions 	<p>None</p>

	<ul style="list-style-type: none"> • “Tell me about yourself” activity 		
Feb. 16	Mock Interviews		None Identify and contact interviewee for Assignment #4
Feb. 23	Part 4 - Job Search Strategies/Recruiting Firms/Networking <ul style="list-style-type: none"> • <i>On-line Budgeting activity</i> • <i>On-line Project: Negotiate your best salary</i> Part 5 - Career Exploration- Market Research <ul style="list-style-type: none"> • Job Search Strategies, Job Boards and Advertisements • Recruiting Firms and Building a Professional Network 	<ul style="list-style-type: none"> • Pollack, Chapter 4 and Chapter 8 	Assignment 3: Video job interview using InterviewStream Post link Identify and contact interviewee for Assignment #4
March 2	Part 5 - Self-Assessment Introduction to Self-Assessment Theories/Tools <ul style="list-style-type: none"> • Self-Assessment Interpretations MyersBriggs (Links to an external site.) • Careers Value Scale; Career Interests Profile (Holland); Personality Index (Links to an external site.) • Keirsey Temperament Sorter (KTS-II) (Links to an external site.) 	<ul style="list-style-type: none"> • Luzzo & Severy, Chapter 3 (Interest & Skills) • Luzzo & Severy Chapter 4 (Values) • Luzzo & Severy, Chapter 1 • Pollak, Chapter 6 • Luzzo & Severy Chapter 7 	None
March 9	Part 5 - Self-Assessment Introduction to Self-Assessment Theories/Tools <ul style="list-style-type: none"> • Career Interest Profiler (Holland)- O* NET & Career Exploration Life goals and career goals	<ul style="list-style-type: none"> • None 	Assignment 4: Informational Interview

March 23	<ul style="list-style-type: none"> • Part 6 – Branding and Social Media <ul style="list-style-type: none"> ○ Pitch your Brand (Elevator pitches and their use) ○ Personal Branding ○ LinkedIn Presentation 	<ul style="list-style-type: none"> • Pollack, Chapter 1 & 2 	Assignment 5: Personality Assessment
March 30	<p>Part 6 – Branding and Social Media</p> <ul style="list-style-type: none"> • Creating a Positive Professional Image (Business etiquette) • Social Media and your online image • Using Social Media to Find Jobs • <i>On-line Project (Speed Interviewing)- if possible</i> 	<ul style="list-style-type: none"> • Pollack, Chapter 1 & 2 	None
April 6	<p>Part 7 – Labor Markets</p> <ul style="list-style-type: none"> • The New Employment Reality and Labor Market Trends Other ResourcesLinks to an external site. • Millennials and their “world” - Smoothie Operator and other “new jobs” 	<ul style="list-style-type: none"> • Luzzo & Severy, Chapter 6 (Dr. Roe’s Work environments) 	Assignment 6: Elevator Pitch
April 13	<p>Part 8 – Developing Skills and Abilities</p> <ul style="list-style-type: none"> • Global world, Global opportunities, Global Mobility • <i>In-Class Project: GoingGlobal website</i> • Master’s program slides • Developing Skills and Abilities • Performance Management/Employment Testing 	<ul style="list-style-type: none"> • Pollack, Chapter 5 	Assignment 7: LinkedIn profile
April 20	<p>Part 9 - Organizational Culture</p> <ul style="list-style-type: none"> • Identifying and overcoming barriers, looking at the big picture • Organization cultures/fit and their impact • Transitioning from college to work 	<ul style="list-style-type: none"> • Luzzo & Severy, Chapter 8 	Optional Project: Video introduction

	<ul style="list-style-type: none"> Strategies to thrive at work 		
April 27	<p>Part 9 - Organizational Culture</p> <ul style="list-style-type: none"> Organization cultures/fit and their impact <i>In- class Project: organizational culture</i> 	<ul style="list-style-type: none"> Luzzo & Severy, Chapter 8 	<p>Final paper -Submit on Canvas.</p> <p>Extra Credit opportunity- Submit on Canvas.</p>

Assignment Instructions

<u>Assignment 1 (RESUME) due on Jan 26, 2022</u>	
Objectives	<ul style="list-style-type: none"> Write a professional resume following the guidelines reviewed in class. Upload your final pdf version of your resume to ResumeWorded and screenshot the score page you receive Submit your corrected version of your resume to the Canvas site (higher than 85%) together with your original Resume Worded screenshot.
Grading	10 pts
<u>Assignment 2 (COVER LETTER) due on Jan 19, 2022</u>	
Objectives	<ul style="list-style-type: none"> Write a professional cover letter to a targeted company (a real job you would have interest in) following the guidelines reviewed in class. Make sure to include contact information (yours and employers), introduction, body, and closing action statement. Can be creative with how you write your cover letter.
Grading	10 pts
<u>Assignment 3 (VIDEO MOCK INTERVIEW) due on Feb 23, 2022</u>	
Objectives	<ul style="list-style-type: none"> To further strengthen your interviewing skills, go to your Handshake account, log on with your RUID and under student resources select “Interview Stream” and build and record your selected interview. More detailed instructions will be provided in class prior to this assignment’s due date.
Grading	10 pts
<u>Assignment 4 (INFORMATIONAL INTERVIEW) due on March 9, 2022</u>	
Objectives	<ul style="list-style-type: none"> Identify a field professional you would like to contact for an informational interview. Make arrangements to conduct an informational interview (can be phone/skype, in person). Prepare at least 7 questions to ask this professional regarding your potential career path, college major or professional area of interest. After the interview prepare a one page (single space) narrative summary of this experience summarizing why you chose this individual; what you learned from the interview, how has this interview impacted your current view of

	<p>pursuing your career path, how has the interview helped you better understand this profession, skills/degrees/certification/practical experience you need to enter this field and finish with a conclusion regarding what next steps you can/will take or how will you continue to explore this career interest area. INCLUDE and ATTACHMENT with the 7 interview questions you asked during this interview. Refer back to Olivia Crosby's article on Informational Interviewing</p>
Grading	15 pts
Assignment 5 (PERSONALITY ASSESSMENT) due on March 23, 2022	
Objectives	<ul style="list-style-type: none"> Summarize your self-assessment results: Myers Briggs, Career Interests Profile (Holland), Keirsey Temperament (KTS-II), and explain what each of these results mean for identifying your career options. Based on these results, describe the <u>characteristics</u> of your ideal career that you would apply to now (i.e. HR reps/ campus recruiters NOT CEO or HR managers unless you have qualified experiences). Refer to the template on Sakai
Grading	10 pts
Assignment 6 (Elevator Pitch) due on April 6, 2022	
Objectives	<ul style="list-style-type: none"> Create a Mini-Introduction following the guidelines reviewed in class and the template posted on Canvas. Devise a brief written introduction of yourself, your achievements, studies so far and skills, interests, or activities you would like a recruiter to know about you. <p>Maximum 11 lines for elevator pitch and 5 lines for 'tell me about yourself'</p>
Grading	5 pts
Assignment 7 (LinkedIn Profile) due on April 13, 2022	
Objectives	<ul style="list-style-type: none"> Watch the "Rock Your LinkedIn Profile - See your profile as your story" by Lauren Jolda on LinkedIn Learning. Create or update your LinkedIn profile based on your learnings. Ensure you have a personalized URL (watch LinkedIn Quick Tips by Oliver Schinkten) and add a recommendation or ask for one. <p>Submit your personalized URL AND a one page write up (single space) explaining your learning from the videos (mention specific sections and 'aha' moments from BOTH listed videos) and class discussions highlighting the below sections and make sure that you have them updated or checked on your actual LinkedIn profile in order to allow the maximum points for this assignment:</p> <ul style="list-style-type: none"> Profile picture * Updated "Skills and Endorsement" section Background picture * Add one "Recommendation" at least Personalized URL * Related Tagline Showcase what companies you are interested in (at least 10 companies and 5 leaders you'd like to follow Updated Summary in your "About" section

	<ul style="list-style-type: none"> • Updated work information (with visuals if possible) • Updated Education section (with visuals, share a picture/project) <p>Connect with me on LINKEDIN before you submit your profile link on Canvas so that I have full access to review your profile.</p>
Grading	10pts
<u>Extra Credit 1 (Create your own VIDEO Introduction) due on May 10, 2022</u>	
Objectives	<p>Objective: Create a maximum 2 - 3-minute creative video introduction / resume about yourself answering the question “Who are you?”</p> <p>Your video can be created two ways:</p> <p>Option 1:</p> <ul style="list-style-type: none"> - Introduce yourself and focus on your background (where are you from, what school are you attending, what are you studying) and also what makes you “YOU?” (personality traits, some of your select values, goals, etc..) or “What are your super powers (strengths) - Include any relevant hobbies/work experience/ campus involvement that you would like to highlight <p>Option 2:</p> <ul style="list-style-type: none"> - Highlight a few skills, personality traits that you think makes you stand out the most or you know will bring value to the organization, focus on organization culture and how you would best fit it - Highlight your work history (internships, jobs, etc.) - Try to answer the questions “How are you different than the next candidate?” and “Why should we hire you?” <ul style="list-style-type: none"> • For further information, refer to the template on Sakai
Grading	Up to 10 pts (optional)
<u>Extra Credit Opportunity 2 due on April 27, 2022 (last class)</u>	
Objectives	<ul style="list-style-type: none"> • Based on the learnings from Patti Dobrowski’s video create a visual of your current and your aspired future career status. Refer to the instructions and templates and past project examples on Power Point 9 shared on Sakai
Grading	Up to 3 pts

Student Wellness Services

The following Rutgers University Services can be helpful if you are struggling with various issues common for students. For other concerns, please schedule an office hours appointment with Professor Cleary (See contact information at the start of the document)

Just In Case Web App

<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ www.rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

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 ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Scarlet Listeners

(732) 247-5555 / <http://www.scarletlisteners.com/>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.