Senior Seminar in Labor Studies Connecting the Labor Studies Major to the Workplace Syllabus

Spring 2014 37:575:450:01 David Bensman, Professor

Wednesdays, 6:40 pm – 9:30 pm, Tillett Hall, 253 Email: dhbensman@gmail.com, 973-951-8589

Readings – (Selections from the books below are available on the course Sakai site)

Richard N. Bolles, What Color Is Your Parachute? (2012 Edition)

Katharine Brooks, EdD, You Majored in What?

Jeffrey J. Fox, *Don't Send a Resume*

Dan Finnigan and Marc Karasu, From Learning to Earning

D.A. Hayden + Michael Wilder, From BA to Payday

Napoleon Hill, *Think and Grow Rich*

Dennis V. Damp, *The Book of US Government Jobs*

Arlie Hochschild, *The Time Bind*

Paula Rayman, Beyond the Bottom Line

Rosabeth Moss Kanter, *Men and Women of the Corporation*

Senior Seminar in Labor Studies helps connect the Labor Studies major to a career path. The course content, specifically, the required readings, will help students gain a better understanding of how organizational structures affect the nature and quality of careers. Students will assess personal knowledge, skills and abilities and gain insight into personal goals and objectives. A project incorporating informational interviews will be shared in-class via student presentations and will help establish preliminary professional networks to help the graduate connect with their field of interest. Two exams, assignments, quizzes, written essays and class participation will combine to demonstrate the student's success in the mastery of course objectives.

<u>Important:</u> Students are expected to <u>retain all handouts</u> to prepare to pass both mid term exams.

Course Goals and Objectives:

- Students will gain a better understanding of how organization structures affect the nature and quality of careers.
- Students will conduct investigative research, which demonstrates originality, depth of thought and mastery of an approved style of source documentation.
- Students will communicate meaningfully in writing, with a chosen audience, while implementing critical thought.
- Students will speak clearly and effectively in standard English.
- Students will logically and persuasively state and support orally their points of view or findings.
- Students will demonstrate competency in office productivity tools appropriate to continuing their education.
- Students will use critical thinking skills for computer-based access, analysis, and presentation of information.
- Students will demonstrate the skills required to find, evaluate and apply information to solve a problem.

Course Learning Outcomes:

• Students will be able to assess personal knowledge, skills and abilities and gain insight into personal goals, objectives, and transferable skills.

- Students will learn what their strengths and talents are and those characteristic to the Labor Studies' major to market to employers.
- Students will become aware of aspects of work, in general, and issues such as work life balance and how it relates to their own lives.
- Students will develop a professional resume.
- Students will develop an understanding about interviewing, cover letters and salary negotiations.
- Students will master the skill of developing informal and formal networks.

Bring the scheduled books or reading assignments with you to each class. We will use them for in class assignments. This counts towards <u>active</u> participation in class, hence, towards your participation grade (20%). Please note that just showing up, does not constitute participation.

CLASS SCHEDULE

Jan. 22 Lesson 1 -- Introduction to Senior Seminar

- Introduction of Syllabus and Class Assignments

Jan. 29 Lesson 2 -- Setting the Correct Stage for Mapping Your Career

Reading: Fox, Don't Send a Resume (Class Handout)

- Why resumes don't sell, Pages 1-17

- You are a box of cereal - Explaining your value to others, Pages 25-27

Reading: Brooks, You Majored in What?

- Chapter 1, Linear Thinking About Careers

Chapter 2, Connecting the DotsChapter 3, The Value of Thinking

Feb. 5 Lesson 3 -- The Job Hunt

Reading: Bolles, What Color is Your Parachute? Chapters 1-4

- The Job Hunt, Rejection Shock, Finding a Job Even in Hard Times

Reading: Brooks, You Majored in What?

- Chapter 4, Make Your Education Relevant to Any Employer

- 10 Mindsets that Employers Need/Look For

- The "Major" Specific Job Search and Prep for "Major" Specific Interviewing

Review of "The Elevator Speech" -

Feb. 12 Lesson 4 - Secret to Finding Your Dream Job

Reading: Hayden & Wilder, From BA to Pay Day, Chp 11, Networking

Reading: Bolles, What Color is Your Parachute? - Chapter 5 & 6 Contacts and Interviewing

- Introduction to Flower Exercise (see pages 160 & 161) - What is a Flower Exercise?

- In class exercise on pgs. 184-187 (Write 1 transferable skills story)

and analyze competencies from first story with group (Trioing) Introduction to Informational Interview Project - Page 231

DUE Date: Written Elevator Speech (1 min presentation of you)

Feb. 19 Lesson 5 -- Bolles, What Color is Your Parachute? Chapter 5

- Things School Never Taught Us About Job-Hunting, Resumes and Contacts

Guest Speaker: Rutgers University - Career Services - http://careerservices.rutgers.edu

- Review of Resume Writing and Job Search/InterviewTrak

Feb. 26 Lesson 6 - Insight - What do you want, like, and what are you good at?

Reading: Bolles, What Color is Your Parachute?

- Chapter 9 - How to Start Your Own Business

- Review of Transferable Skills, (they are data, people, and things)

Reading: Hill, *Think and Grow Rich* Chapter 1 - Entrepreneurial Attitudes

March 5 Lesson 7 - Flower Exercise

Reading: Bolles, 2007 Edition, Chapter 11, 207-289

Due date: Flower Exercise due

March 12 Lesson 8 - Management Roles, Styles Reading: Hochschild, *The Time Bind* - Chapters 5-6 Reading: Hill, *Think and Grow Rich* Chapter 2

DUE Date: Resume due. Informational Interview Questions Due.

Spring break: March 19

March 26 Lesson 9 - The Job Offer

Reading: Bolles, *What Color is Your Parachute?*, Chapter 7, Salary Negotiations, pgs. 109-130
Reading: Hayden & Wilder, From BA to Pay Day, Chp 10, Cover Letters and Thank You Notes
Reading: Class Handout - Damp, *The Book of US Govt Jobs*, The Interview Process, pgs. 65-76

April 2 Lesson 10 - What is Good Work and a Good Life?

Reading: Rayman, **Beyond the Bottom Line** - The Three Pillars of Dignity at Work

April 9 Lesson 11 - Roles in the Bureaucratic Corporation and Structures and Processes

Reading: Kanter, Men and Women of the Corporation, Chapters 1-2

April 16 Lesson 12 - Class Presentations: Work, Careers and Family

April 23 Lesson 13 - Class Presentations: Work, Careers and Family

April 30 Lesson 14 - Final **Exam**

DUE Date: 3 page Interview Summaries are due.

Assignments/Exams:

- 1. <u>Elevator Speech</u> a one minute advertisement of you.
- 2. Questions for Informational Interview
- 3. Flower Exercise
- 4. <u>Resume</u>. If you need additional help with your resume, contact Rutgers' Career Services at http://careerservices.rutgers.edu/.
- 5. <u>INFORMATIONAL INTERVIEW PROJECT DIRECTIONS</u>
 - a) *Using what you have learned from the readings as a foundation*, construct <u>relevant interview</u> <u>questions</u> for 2 different people who hold positions you would like to obtain one day.
 - b) Interview these 2 people.
 - c) Class Presentation Project students will be assigned a presentation date.
 - I)- you will be expected to give a 10 minute in-class presentation of what you discovered during your informational interviews.
 - II) Hand in your 3 page interview summary in the following format and **not** in question and answer style. See paper example on Page 4 of this syllabus. The paper must be typed, double spaced and in paragraph form, incorporating and **citing** specific concepts and details from the readings **AND** the answers to your questions from both individuals.
 - III) **Also answer the following questions** when writing up your summary:
 - What issues were relevant to you, i.e., work life balance, geography, commute, salary, required education? <a> ■ Did the positions these people hold match up to your expectations?
- 6. Final Exam

Grading

- Written Elevator Speech 10%
- Resume 15%
- Ouestions for Informational Interview 5%
- Flower Exercise 15%
- Final Exam 15%
- Interview Summaries (in paragraph form <u>not</u> question and answer). 10%
- Participation 20%
- In-Class Presentation (<u>MANDATORY</u> <u>TO PASS</u> CLASS), otherwise you will receive a failing grade. 10%

SAMPLE PARAGRAPH FOR FINAL PAPER

(Introduction statement or supporting statement -->) Bolles states that networking is one of the best ways to secure employment. (What you discovered during interview -->) In my interview with Mr. Jones, when I inquired about networking, he said he also thought that it was an important element in gaining access to not only the interview, but to also successfully land the job (Bolles 75). (<-- Cited Source) When I asked Ms. James' for an opinion on this, she stated that, in fact, she became aware of her current position through networking. In employing the principles of networking, I found that the three informational interviews could lead to possible future employment opportunities. In fact, during my interview with Ms. James', she mentioned that the sales department at her firm may be hiring a new management trainee.

Bill Denton believed that "face time" was important to prove your loyalty to the job (Hochschild 33). (<-- Cited Source) Yet Vickie, the administrative mother, felt "face time" was insignificant. Because I value spending time with my family, striving to become a partner in a law firm is something I would not consider.

<u>Class participation is mandatory to pass the class!</u> - This includes in-class and homework assignments. <u>Just showing up does not constitute participation</u>. You must actively participate in class activities.

*In order for students to get the most out of this course, <u>attendance</u> and <u>effective participation</u> are required. **If students cannot attend class, they should notify the instructor by email.** Students are expected to complete all discussion questions for the weekly readings assigned. Students are

expected to bring all books and/or readings, or both, to each class. These will be a vital part of the group work performed in class.

ALL ASSIGNMENTS AND PAPERS should be typed and double spaced. Students will be expected to observe University Regulations on Academic Integrity.

AVOID PLAGIARISM. See page 4 for the paper format example combining class theories extracted from all readings (cited) with what you discovered from your interviewed candidates. This is done with introductory or supporting sentences from the texts, followed by your findings. Cite all sources.

Classroom Expectations

- Please arrive on time. We will begin class promptly.
- A quiz on readings will be taken at the start of the class, no make ups.
- Please come prepared to class, having read the assignments before class. Bring your book or readings to class.
- Be ready to contribute to discussions. <u>Just showing up does not constitute participation</u>.
- Turn in assignments on time.
- Be sure to cite your sources to avoid plagiarism.
- Proofread your work prior to submission.

No cell phone, ipod or laptop use unless specifically requested by instructor