SYLLABUS - Senior Seminar in Labor Studies

Spring 2012 - 37:575:450:01
Maureen Sheridan, Part-time Lecturer
Wednesdays, 06:40 - 09:30 pm – Lucy Stone Hall A-137
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609-571-7207 cell/ 201-360-4015 work

Readings -

Richard N. Bolles, ***What Color Is Your Parachute? (2010 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, written essays and class participation will combine to demonstrate the student's success in the mastery of course objectives.

Please keep this in mind!

Important: *Students are expected to* ***retain all handouts*** *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 appropriate library/learning resource tools to access information in reference publications, periodicals and bibliographies.
- 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 and objectives.
- Students will become aware of goals, values and work life balance issues and how they relate 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 active participation in class, hence, towards your participation grade (20%). Please note that just showing up, does not constitute participation.

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

CLASS SCHEDULE

JAN 18 Lesson 1 -- Introduction to Senior Seminar
- Introduction of Syllabus and Class Assignments

Reading: Fox, *Don't Send a Resume* (Class Handout)
- Why resumes don't sell, Pages 1-17
- You are a box of cereal, Pages 25-27

JAN 25 Lesson 2 -- Setting the Correct Stage for Mapping Your Career
Reading: Brooks, *You Majored in What?*
- Chapter 1, Linear Thinking About Careers
- Chapter 2, Connecting the Dots
- Chapter 3, The Value of Thinking

Review of "The Elevator Speech" -

FEB 1 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

FEB 8 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 15 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 22 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
Reading: Hill, *Think and Grow Rich* Chapter 2 - Desire

FEB 29 Lesson 7 - **Mid Term Exam 1**

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MAR 7 Lesson 8 - Management Roles, Styles, Work-Life Balance
Reading: Hochschild, *The Time Bind* - Chapters 5-6
Reading: Class Handout - Damp, *The Book of US Govt Jobs*, The Interview Process, pgs. 65-76
Classwork: Informational Interview Questions
Due Date: **Resume due**

MAR 14 SPRING BREAK

MAR 21 Lesson 9 - What is Good Work and a Good Life?
Reading: Rayman, Beyond the Bottom Line - The Three Pillars of Dignity at Work
Reading: Kanter, *Men and Women of the Corporation*, Roles in the Bureaucratic Corporation and Structures and Processes, Chapters 1-2

MAR 28 Lesson 10 - Catching the Eye of the Employer - Structure, Power and Opportunities at Work
Reading: Hayden & Wilder, From BA to Pay Day, Chapter 10
Reading: Bolles, *What Color is Your* Parachute, Chapter 7 Cover Letters
Reading: Kanter, *Men and Women of the Corporation, Chapters 3 to 5*

APR 4 Lesson 11 - The Job Offer
Reading: Bolles, *What Color is Your Parachute?,* Chapter 7, Thank You Notes and Salary Negotiations, pgs. 109-130

APR 11 Lesson 12 - Class Presentations: Work, Careers and Family

APR 18 Lesson 13 - Class Presentations: Work, Careers and Family

APR 25 Lesson 14 - **Mid Term Exam 2**
Due Date: 3 page FINAL ASSIGNMENT Interview Summaries are due IN CLASS.

Assignments/Exams:

1. Elevator Speech - a one minute advertisement of you.
2. Mid Term 1
3. Resume. If you need additional help with your resume, contact Rutgers' Career Services at http://careerservices.rutgers.edu/
4. Bolles, Flower Exercise, *understand fully what the Flower Exercise contains and its purpose.*
5. INFORMATIONAL INTERVIEW PROJECT DIRECTIONS
   a) *Using what you have learned from the readings as a foundation*, construct relevant interview questions 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.*
   You will be expected to give a 10 minute in-class presentation of what you discovered during your informational interviews.
   When writing up your summary, answer the following questions:
      1. What issues were relevant to you, i.e., work life balance, geography, commute, salary, required education?
      2. Did the positions these people hold match up to your expectations?
      3. How so? If not, how did they differ?
      4. Do you still want to pursue a career in this field?

   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.
6. Mid Term 2

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AVOID PLAIGARISM. See 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.

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 p. 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 p. 33). **(<-- Cited Source)** Yet Vickie, the administrative mother, felt "face time" was insignificant. However, although Vickie felt her employees could work from home, she spent significant amounts of time on the job (Hochschild p. 40). **(<-- Cited Source) (Outcome or conclusion based on interview to support theory introduced above or within this finding -->)**I found that in Mr. Loyal's law firm, most partners were required to spend an inordinate amount of time on the job, including weekends. Because I value spending time with my family, striving to become a partner in a law firm is something I would not consider.

Grading
- Written Elevator Speech - 15%
- Resume - 15%
- First mid term exam. 10%
- In-Class Presentation (**MANDATORY TO PASS CLASS**). 15%
- Interview Summaries (**in paragraph form not question and answer**). 15%
- Second mid term exam. 10%
- Participation - 20%

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

*In order for students to get the most out of this course, attendance and effective participation 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.

Classroom Expectations

- Please arrive on time. We will begin class promptly.
- Please come prepared to class, having read the assignments before class. Bring your readings to class.
- Be ready to contribute to discussions. Just showing up does not constitute participation.
- 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.**