Career Management: 37:533:317:01
Spring 2020

Tuesday 8:40am-11:40am
Location: JLB 003

Instructor: Len Garrison: LGarrison@SMLR.Rutgers.edu   (848) 445-4629
Teaching Assistants:

Nicole Santore: nts49@scarletmail.rutgers.edu   (609) 413-7243

Required Readings:

No Text Book for this Class

Class material will be posted on Canvas

Office Hours:

E-mail (Len Garrison): LGarrison@smlr.rutgers.edu   Janice Levin 217C (by appointment)
Office hours: TA's will hold office hours in Janice Levin 217D (TBD)

Course Objectives:

This course will provide undergraduate level students an overview of career management topics including the changing employment reality, career stages, and career paths. In addition, the topics for this course will cover phases of career management including understanding self-assessment results, preparing for the job market, understanding the job search process, and maximizing effectiveness in career development. Basic personal career enhancing skills will also be addressed including resume writing, interviewing skills, work-life harmony, and relocation. 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.

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

Examinations:

There will be two 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 learning disabilities 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.

Assignments:

Seven assignments are to be submitted in class ONLY on the date indicated on the syllabus, unless stated otherwise. All assignments are worth either 5, 10, or 20 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 5 points (#3, #6), 0 to 10 points (#4, #5), or 0 to 20 points (#1, #2, and #7).

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. Questions concerning grades must be addressed within 2 business days of assignments returned in class, regardless of whether you were in class that day.**
THIS POLICY WILL BE STRICTLY ENFORCED.

Attendance / 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. Attendance and active participation are important class components and worth 10% of the grade.

During lectures throughout the semester, I will often present you with polls and ask you to answer them using a website called Poll Everywhere. This site allows you to respond to polls in 2 different ways: (1) your cellular phone, via text message, (2) the web browser on your laptop, iPad/tablet, or cell phone.

Your responses to these polls will not be graded for accuracy, but they will serve two primary purposes. **First**, they allow me to take attendance (which is a proportion of your participation grade). **Second**, I will use them to see if everyone is on the same page, is grasping the information, or if I need to spend more time on certain topics.

To keep track of who responds to the polls (and for you to get credit for attending class), you will need to **register with the Poll Everywhere website at least 24 hours prior to attending our first class session. This means you must be registered by Monday, January 20th.**

To register, please visit this link and follow the instructions:

https://PollEv.com/lengarrison711/register?group_key=oZ1CpipIwjZjRjvItOndr6at6

It should take less than 5 minutes.

A couple of important notes about registering with Poll Everywhere:

1. Upon accessing the link provided above, you will see the statement "You're registering as a participant for Rebecca A Tinkham, Rebecca A's account." The HRM department has a group license, under which all of the faculty members who want to use this polling system have accounts. Rebecca Tinkham is the Undergraduate staff coordinator for our department, and she is also listed as the administrator on the Poll Everywhere departmental license. Please ignore that it lists her name, and continue to follow the instructions as I've provided them.
2. Be sure to complete **all** steps in the registration process, including **certification of your cell phone** (if you intend to text your responses).

3. If you are already registered with Poll Everywhere for a different class in the HR department, you can simply click on the specific link for my class and it will automatically add you as a participant.

4. **In part, this is how participation/attendance is tabulated**. Coming to class late, or attending but not responding to that day's polls, will be considered as non-attendance. It is your responsibility to respond to the polls so that your attendance/participation is recorded.
5. You may check your own responses to confirm submission by logging in to the Poll Everywhere website (www.polleverywhere.com) and clicking on My Response History. I encourage you to keep track of your responses so that issues don't arise too late in the semester.

Keep in mind that in order to participate, you will need to bring a cell phone, laptop, iPad or other tablet with you to class. You are not penalized if you do not have access to any of these devices, but please email me at lgarrison@smlr.rutgers.edu so we can figure something else out.

It is considered a serious act of academic dishonesty to respond to Poll Everywhere questions when not physically present in the classroom. To be clear, you must be in your seat in the classroom: not on the bus, not down the hall—in the classroom, and ready to participate in the class!

<u>Excused Absences</u>:

Excused absences include illness (verified by a note from a doctor); inclement weather only when the Rutgers Information Service (848-932-INFO) indicates that Rutgers is closed; religious holidays, or when the instructor emails the class announcing class is suspended.

<u>Grading</u>:

Assignments:	40%
Midterm Exam:	25%
Final Exam:	25%
Attendance/Participation:	10%
Total:	100%

<u>Course Grading:</u>

A: 90 – 100   B+: 87 – 89   B: 80 – 86   C+: 77 – 79   C: 70 – 76   D: 65 – 69   F: < 65
            THERE WILL BE NO EXTRA CREDIT IN THIS COURSE!

Schedule and Topics

Dates	Topic	In Class	Assignment DUE
Jan 21	Introduction and overview of course Resumes **(Part 1A – Resumes)**		None
Jan 28	In class resume review **Career Fair Prep** Cover Letters **(Part 1B – Cover Letters)**	**Deconstructing Jobs (worksheet)**	(#1) Resume **2 copies in class** Submit in Assignments Tab
Feb 4	Job Interviews **(Part 2A - Job Interviews/References/Salary Negotiation)**	**Interviewing**	None
Feb 11	In class cover letter review References/Background Checks/Salary **(Part 2B - Job Interviews/References/Salary Negotiation)**	**SMLR CAREER FAIR ON February 21st**	(#2) Cover Letter **2 copies in class** Submit in Assignments Tab
Feb 18	<mark>Mock Interviews</mark> Janice Levin – Room 003	**"Thank you" notes**	None
Feb 25	Job Search Strategies, Recruiting Firms, Job Boards, Advertisements and Building a Professional Network **(Part 3 - Job Search Strategies/Recruiting Firms/Networking)**		**(In-class graded assignment)** (#3) Recruiting Firms
Mar 3	Creating a Positive Professional Image **(Part 4 – Branding and Social Media)** Using Social Media to Find Jobs **(Part 4 – Branding and Social Media)** Managing your Online Image **LinkedIn Presentation**		None
Mar 10	Jamie Dimon video **MIDTERM**	None	(#4) Mini Bio

Dates	Topic	In Class	Assignment
Mar 24	Review Midterm Exam **(Part 5 - Labor Markets)** The New Employment Reality and Labor Market Trends Other Resources: Bureau of Labor Statistics at http://www.bls.gov/home.htm	**Interviewing with HR**	None
Mar 31	Introduction to Self-Assessment Theories/Tools **(Part 6 - Self-Assessment)** MyersBriggs: http://similarminds.com/jung.html Careers Value Scale; Career Interests Profile (Holland); Personality Index; all three at: http://quintcareers.testingroom.com/ (free) Keirsey Temperament Sorter (KTS-II): http://www.keirsey.com/sorter/instruments2.aspx?partid=0		None
Apr 7	<mark>Guest Speaker –</mark> **TBD** Self-Assessment Interpretations **(Part 6 - Self-Assessment)** Career Exploration/ Career Ladders **(Part 7 – Career Exploration)**		(#5) Personality Test - Submit in Assignments Tab
Apr 14	Market Research **(Part 8 – Market Research)** Occupational Outlook Handbook: http://www.bls.gov/oco/ Person-Organization Fit and Org Culture Geography, Relocation, Global Mobility **(Part 9 – Organizational Culture)**	**In-Class Project (Job Outlook)**	(#6) O*Net - Submit in Assignments Tab
Apr 21	Developing Skills and Abilities Performance Management/Employment Testing **(Part 10 – Developing Skills and Abilities)**		None
Apr 28	TBD		(#7) Reflection Submit in Assignments Tab
<mark>TBD</mark>	<mark>**UNIVERSITY FINAL EXAM SCHEDULE (8AM – 11AM) JLB 003**</mark>		

Assignment Instructions

Assignment 1 (RESUME) due on 01/28	
Objectives	• Write a professional resume following the guidelines reviewed in class. • Make sure to include contact information, summary, relevant experience and educational background. Double check for any typos or grammatical errors.
Grading	**20 pts**

Assignment 2 (COVER LETTER) due on 02/11	
Objectives	• 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	**20 pts**

Assignment 3 (RECRUITING FIRMS) completed in class on 02/25	
Objectives	• For your two different career options that you are qualified for (i.e. Entry-level positions, HR reps, HR generalists, recruiter), identify two recruiting firms, two targeted job boards, two professional organizations, and two professional journals. • Explain connections between career options and targeted recruiting firms/job boards/professional journals/professional organization
Grading	**5 points**

Assignment 4 (MINI-BIO) due on 03/10	
Objectives	• Create a Mini-Bio with a picture following the guidelines reviewed in class and the template posted on Canvas. • Maximum 11 lines for elevator pitch and 5 lines for 'tell me about yourself" • Picture: May be taken with your phone, laptop or camera. Professional picture should be from the chest up, no cropped off body parts, clean background and appropriate clothing.
Grading	**10 pts (A professional picture of yourself worth 2 points)**

Assignment 5 (PERSONALITY TEST) due on 04/07	
Objectives	• 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 Canvas
Grading	**10 pts**

Assignment 6 (O*NET/ JOB OUTLOOK) due on 04/14	
Objectives	• Visit O*Net and select My Next Move. Go to "Tell us what you like to do" (Holland) and <u>identify two different career options</u> that you would apply to now (i.e. HR reps/ campus recruiters NOT CEO or HR managers unless you have qualified experiences) based on your results. Next enter your career options in "search careers with key words" and review the position profiles. Next go to O*Net online (bottom of profile) and review the summary report. Explain in detail how these position profiles match with your self-assessment results. **IN CLASS WORK (JOB OUTLOOK)** • Visit the Occupational Outlook Handbook and enter your two career options from assignment 6 and write a summary of the Job Outlook including employment change, job prospects, top industries, and earnings. Also, for each career option identify five targeted firms/organizations (total of 10 firms/organizations). • Refer to the template on Canvas
Grading	**5 pts**
Assignment 7 (FINAL ASSIGNMENT) due on 04/28	
Objectives	• Create an **action plan** for your next career move. Specifically indicate what your primary career goal is and why this is a good fit for you (refer to personality, interests, values, etc.). List the **specific steps** you plan to take to pursue this goal. • Refer to the template and article ("Success in no Accident") on Canvas
Grading	**20 pts**