Career Management: 37:533:317:02
Spring 2025
Monday, 2:00 PM-5:00 PM
Location: Tillett Hall, Room 204 - Livingston Campus
50 Joyce Kilmer Ave, Piscataway, NJ 08854
(The class will be conducted face to face.)

Instructor: Mayelin Torres- mtorres01@smlr.rutgers.edu
Required Readings: No Text Book for this Class.
Class material will be posted on Canvas at: https://canvas.rutgers.edu

Office Hours: By appointment
Janice H. Levin Building, room 107F or Virtual

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:

Three Core Areas for Success in SMLR

The curriculum in the programs within SMLR focus on different areas (ie. HRM, LSER) and levels of study (ie. UG, Masters', PhD). Across these programs, we strive to advance students cognitive skills and processes, their Knowledge of Theory and Application, and develop their professional skills.

1. Cognitive Skills and Processes
2. Knowledge of Theory, Practice, and Application
3. Professional Development

Cognitive Skills and Processes
The cognitive skills and process area reflects the goal for SMLR programs to help students develop skills central to lifelong learning and participation in society and the workplace.

I) Written & Oral Communication – Communicate effectively at a level and in modes appropriate to an entry level professional.
> o   Communicate complex ideas effectively, in standard written English

- o Analyze and synthesize information and ideas from multiple sources to generate new insights
- o Produce quality research papers with proper convention of attribution/citation
- o Produce high quality executive summaries
- o Make an argument using contemporary and/or historical evidence
- o Present ideas and arguments in a logical and effective way

II) Quantitative Skills – Apply appropriate quantitative and qualitative methods for research workplace issues.
- o Formulate, evaluate, and communicate conclusions and inferences from quantitative information
- o Apply quantitative methods to analyze data for HR decision making including cost-benefit analyses, ROI, etc. (HRM)
- o Apply qualitative methods appropriately, alone and in combination with quantitative methods

III) Research Skills – Demonstrate an ability to collect, analyze and synthesize information to make logical and informed decisions impacting the workplace. Use evidence to evaluate hypotheses, theories and approaches to workplace issues.
- o Employ current technologies to access information, to conduct research, and to communicate findings
- o Analyze and synthesize information and ideas from multiple sources to generate new insights
- o Assess and critique relevant evidence and research findings
- o Access high-quality historical, qualitative, and quantitative evidence or research
- o Use evidence-based analysis to appraise the validity of various hypotheses, theories, and approaches to workplace issues

Knowledge of Theory, Practice and Application
The knowledge of theory and application area reflects the goal for SMLR programs to ensure that students learn the key theoretical and foundation areas of study in their domains and realize opportunities to apply that knowledge to practice situations.

IV) Theoretical Perspectives - Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation.
- o Demonstrate an understanding of the practical perspectives, theories and concepts in their field of study
- o Evaluate and apply theories from social science disciplines to workplace issues

V) Understanding Context - Evaluate the context of workplace issues, public policies, and management decisions
- o Analyze the degree to which forms of human difference shape a person's experience of and perspectives on work
- o Analyze a contemporary global issue in their field from a multi-disciplinary and intersectional perspective
- o Analyze issues related to business strategies, organizational structures, and work systems
- o Analyze issues of social justice related to work across local and global contexts (LSER)
- o Analyze issues related to the selection, motivation, and development of talent in a local and global context (HRM)

VI) Application – Demonstrate an understanding of how to apply knowledge necessary for effective work performance
- o Apply concepts and substantive institutional knowledge, to understanding contemporary developments related to work
- o Understand the legal, regulatory and ethical issues related to their field
- o Develop human resource management functional capabilities used to select, motivate, and develop workers (HRM)
- o Understand the internal and external alignment and measurement of human resource practices (HRM)

Professional Development

VII) Professional Development – Demonstrate an ability to interact with and influence others in a professional manner, and to effectively present ideas and recommendations
- o Develop effective presentation skills appropriate for different settings and audiences
- o Develop career management skills to navigate one's career
- o Develop capabilities to work and lead in a multicultural and diverse environment
- o Work productively in teams, in social networks, and on an individual basis
- o Develop cultural agility competencies
- o Demonstrate lifelong personal and 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 on the date indicated on the syllabus, unless stated otherwise. All assignments are worth 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 20.

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 24 hours late without a valid excuse will be deducted 30% 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.

Excused Absences: 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.

Absences, Temporary Conditions, and Student Concerns: Please click on the following link for assistance and more information- **https://studentsupport.rutgers.edu/**

Important Dates
1/21   Start of the Semester
2/3   Drop/Add Deadline
3/15-3/23   Spring Recess
3/31   Last day to drop with a "W"
5/5   Last Day of Classes
5/6- 5/7   Reading Days
5/8- 5/14   Final Exam Period

Link to the **Rutgers Religious Holidays and Observances** listed for the semester:
https://diversity.rutgers.edu/RespectFaithPractices

Grading:
Assignments: 50%
Midterm Exam: 20%
Final Exam: 20%
Attendance/Participation: 10%
Total: 100% Course Grading:
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!

Date	Topic	In Class	Assignment DUE
Jan. 27th	Introduction and overview of course Resume	Active Handshake & Big Interview Create a resume	None
Feb. 3rd	Cover Letter Career Fair Prep- Elevator Pitch (Competition) "Thank you" note	Discussion Question Review Resume Elevator Pitch- Activity	(#1) Submit Resume - 1 Hard copy in class - Submit in Assignment Tab
Feb. 10th	Attend the Career Fair	Interact with at least 10 employers	(#2) Submit Cover Letter - Submit in Assignment Tab
Feb. 17th	Jobs and Internships Search Strategies LinkedIn	Job Search Exercise	(#3) Submit Elevator Pitch - Submit in Assignment Tab

Feb. 24th	Job Interview- Virtual Time Management	Review LinkedIn profile Job Interview Activity	(#4) Create a list of 10 potential jobs or internships for summer, and explain why you are a good fit for that position. - Submit in Assignment Tab
Mar. 3rd	Effective Communications (Telling your Personal Narrative) & Professionalism Organizational Culture- Conflict	Discussion Question Case Studies Communications Activities	None
Mar. 10th	Midterm		None
Mar. 17th	Spring Recess		None
Mar. 24th	Introduction to Self-Assessment Theories/Tools 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.asp x?partid=0 None	Discussion Question Personality Exercise Traitify	None
Mar. 31st	The New Employment Reality- Labor Market Trends, Research and Resources: Bureau of Labor Statistics at http://www.bls.gov/home.htm	Discussion Question Search for market trend in your major and present findings	(#5) Personality Test- Submit in Assignment Tab
April 7th	Salary Negotiations	Discussion Question Salary Negotiations Exercise	(#6) O*Net - Submit in Assignments Tab
April 14th	Meet a Career Advisor		(#7) Meet Career Advisor
April 21st	NACE Competencies	Discussion Question Case Studies	None
April 28th	Final Projects	Group Projects	None
May 5th	Final Presentations		None

Assignment Instructions

Assignment 1 (RESUME)
Objectives
• Write a professional resume following the guidelines reviewed in class, and upload to Big Interview for recommendations.
• Make sure to include contact information, summary, skills, relevant experience and educational background. Double check for any typos or grammatical errors.
Grading 20 pts

Assignment 2 (COVER LETTER)
Objectives
• Write a professional cover letter to a targeted company (a real job or internship 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 (ELEVATOR PITCH)
Objectives
• Submit an Elevator Pitch following the guidelines reviewed in class.
• Be clear and concise.

- This assignment is a recorded 90 second video to introduce yourself and "market your skills" in a creative way.
- Our class will be working with another Career Management class to select the top 3 finalists for "best pitch" award.If you are selected as one of the 3 top finalists for "best pitch", you will be invited to a live event to deliver your pitch to a live audience for judging.
- Utilizing Big Interview, answer the question "Tell me about yourself". Click here to access the question "Tell me about yourself". When you are done recording, click "Save Answer". To access your "saved answer", click on "Interviews" at the top bar of the website, then "My Videos", check the box to share the "Tell me about yourself" answer and click "Actions" and then click "Share", then click "Copy Link". Paste the link into the submission assignment within Canvas.
- In 90 seconds or less, "pitch" yourself to a recruiter as if you were standing at a career fair or introducing yourself at the beginning of an interview. A personal "pitch" is an opportunity for you to describe your name, education, work (or volunteer) experience, and skills as they relate to your goal. Focus on highlighting 1-2 key experiences you have had in your life where you accomplished something you are proud of that relates to your potential career goal.
- We are looking for you to innovate and "hook" the listener as you begin to speak. You are encouraged to be creative, yet professional, and keep your "pitch" tied to your career goal.

Sample structure - acronym N.E.W.S.:

o Name
o Education
o Work Experience (if you do not have any work experience, what have you been involved in? Community service? Work Experience? Or what do you plan to get involved in?)

o   Skills

CONSIDERATIONS
Content

o   The introduction included an attention-getting opener
o   The introduction clearly related the topic to the audience and motivated them to listen
o   The introduction included a clear purpose statement
o   The level of information was suited to the audience and tailored to the career goal
o   The detail was appropriate. Examples were used when appropriate
o   Takeaway(s) were clear
o   Closing was graceful
o   Content had logical organization

Delivery

o   The presenter showed enthusiasm and professionalism
o   The presentation was easy to understand
o   The presenter spoke at the appropriate speed
o   The presenter spoke at the appropriate volume and tone

Grading 20 points

Assignment 4 (Recruiting)
• For your two different career options that you are qualified for (i.e., Entry-level positions, HR reps, HR generalists, recruiter), identify and create a list of 10 jobs or internships opportunities for each path, targeted two job boards and two professional organizations.
• Weigh the pros and cons by completing 1 list per job/career. After comparison, choose 1 you would like to pursue and explain in a paragraph why you are a good fit for that position.
Grading 20 points

Midterm Objectives
 • Create a Big Interview account and following guidelines reviewed (Virtual Interview Presentation) in class, create and submit a virtual interview. Your submission MUST be at least be 5 minutes long and answer all 10 questions (Industry (General if undeclared) --> Standard/Basic questions). Rubric provided grading.
Grading 20 percent of your grade

Assignment 5 (PERSONALITY TEST)
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 characteristics 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 20 pts

Assignment 6 (O*NET/ JOB OUTLOOK)
Objectives

- Go to "Tell us what you like to do" (Holland) and identify two different career options 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. From previous self-assessment assignment.
- Next, in O NET, enter your career options in "search careers with key words" and review the position profiles. Then go to O*Net online (bottom of profile) and review the summary report.
- Explain how these position profiles match with your self-assessment results. Also, write a summary of the Job Outlook including employment change, job prospects, top industries, and earnings.
- Refer to the template on Canvas

Grading 20 pts

Assignment 7 (Career Appointment)
Objectives
• Make an appointment with a career advisor to discuss internships, job opportunities, LinkedIn..etc.
- Submit date, time, and advisor who you met with.
Grading 20 pts

FINAL PROJECT
 Objectives
• Create a 7- 10 minutes presentation with your group highlighting how the NACE competencies relate to your major(s). Specifically indicate how you plan to develop and improve in those skills.
• Be creative with your presentation.
Grading 20 percent of your grade

The syllabus is subject to change