

**Find and Evolve your Purpose-Driven Career - About this Class**

Day/Time: Wednesdays from 10:20 - 1:20

Professor: Suneet Bhatt (suneet.bhatt@rutgers.edu)

<b>Context</b>	This class was designed to help you unearth, frame and articulate your purpose as it exists today; and to put you in position to evolve your purpose as your life progresses.
	The class is structured as a series of discrete steps in that journey that align to key skills, themes, and traits which when unified, bring a journey to life which make your purpose clearer.
	Each class features an assignment to be completed, some content to be processed, and a guest speaker who will provide a practical lens and point-of-view on that theme.
	The work and content allows for enough depth to be successful in your journey; but if a theme resonates with you more deeply, you will also be provided with clear ways to explore further and go deeper on your own.
	As a result of the structure of discussion, conversation and assessment, there are times the class may feel abstract. Lean into the abstraction to create your clarity while giving yourself space for what comes at you.
<b>Structure &amp; Beliefs</b>	In designing this class, I ultimately started with a handful of assumptions based on my experiences overall and specific research conducted with people in or recently graduating college.
	Research shows you are the smartest, most self-aware, most socially conscious, most inclusive, and most authentic generation.
	Research also shows you are the most anxious, the most stressed, and the most stretched generation.
	I've designed this class to play to your strengths (intelligence, awareness, inclusivity, authenticity) and to help dial down the pressures and anxieties you face as a collective.
	When we write something down, we learn and retain a little. When we then accept and incorporate feedback, we learn and retain more. When we then discuss and debate, we learn and retain the most.
	The grading system therefore rewards those who put themselves in the best position to learn and retain the most possible information.
	The class will be most impactful and beneficial to you when you're present and attentive, authentically engaged, and have the space to process and evolve what we're covering.
	I've designed the class to limit the work required to be done outside of class, but that requires you lean in and be real when you're in class.
	The class is divided into three parts: (1) Reflection (in-class journaling and assignments), (2) Exploration (in-class reading/reviewing and discussion), (3) Conversation (in-class speaker and Q&A).
	It is recommended that you bring your laptop to class as it will make it easier for you to read/listen/watch the materials that day, easier for you to journal and complete the appropriate assignments, and finally, easier for you to minimize any work being done out of class.
	Everyone learns differently, processes differently and participates differently.
	I've designed the class to facilitate learning and participation beyond being forced to raise your hand in class; if you have a preferred way to participate, let me know and we'll find a way to accommodate.
	It is impossible for me to ask you to be present and to claim I'm creating space for you to be present, if I give you a full semester's worth of work at one shot.
	I'm going to release assignments in smaller groups (1-2 classes at a time); at most, you'll have an article to read in advance of class but if we manage this tightly, outside of your final assignment, a super-majority of your work will be able to be completed during class.
<b>Grading System</b>	Timely, Consistent Attendance to and through each class.
	Weekly (in-class) Journal Assignments.
	Periodic (in-class) Assignments and Reflections in addition to Weekly In-Class Journal
	Dialogue with Professor on assignments (asynchronously, via journal).
	Participation in (1) Exploration and (2) Conversation sections of class.

## Find and Evolve your Purpose-Driven Career - Journey Map with Schedule (aka 'Syllabus')

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Class #	Reflection Period: 10:20-11:00	Exploration Period: 11:00-12:00	Conversation Period: 12:00-1:20	Theme	Class Overview
1	The "Do" assignments	Discussing what we read and what we watch.	Class Only	Why?	Class Context, Journaling Assignments and Program, Discussion on "Why you took this class"? Before we dive into this journey together, we want to take time to lock in our starting point and motivation for taking the class. It will help us understand how we're progressing and recalibrate over the course of the semester or, revisit our original motivations as we move further along.
2	The "Do" assignments	Discussing what we read and what we watch.	Guest Speaker	Happiness	Happiness is a critical first step in our journey. Empirical research demonstrates a relationship between happiness and success. We can't disqualify that success may lead to happiness, but there's evidence that independent of how happiness is achieved, it creates space for growth by putting people in a position to "broaden and build". What people struggle with is the definition of happiness, which we will start to explore here. Primarily by isolating it, defining it in a straightforward way, and contrasting it with other words (pride, achievement, satisfaction) that are worthy of their own discrete places.
3	The "Do" assignments	Discussing what we read and what we watch.	Guest Speaker	Strengths	Strengths are an excellent starting point on one's journey to purpose. When you engage your strengths, you find energy and momentum. Time flies by and because of this momentum you are more receptive to feedback and growth opportunities. Understanding your strengths is equivalent to unlocking a super power. Like all power, you must employ your strengths responsibly. Overusing your strengths can dull their impact; critical therefore to strengths work is understanding how strengths can cut two ways.
4	The "Do" assignments	Discussing what we read and what we watch.	Guest Speaker	Dreams	Goals are where people tend to start when looking ahead. The reason we aren't starting with goal is because goals without context and understanding aren't fair, accurate ... or correct. When taking on any opportunity, goal-setting is part of a formula that should also include "what do we want to do", "what can we do", and perhaps most importantly, "how do we want to feel throughout the process, regardless of outcome?" Our approach to goal-setting in pursuit of purpose is to embed goals in a broader context as we'll do here. You should also find goals easier to articulate after you've explored happiness, strengths and values as a backdrop.
5	The "Do" assignments	Discussing what we read and what we watch.	Guest Speaker	Values	Values are your deepest, most authentic, and most strongly held beliefs. They are a result of your environment and experiences, and beyond any theme we cover this semester, they are the most unique to you -- no two people have precisely the same value systems because no two people have precisely the same experiences, within the same environments, compounded by the outcomes of resulting next steps. It is impossible to understand your purpose without understanding your values.
6	The "Do" assignments	Discussing what we read and what we watch.	Class Only	Reflection	We're creating space for you to consolidate what you've explored, learned and experienced over the first third of the class and consolidate your journal (a Foothold in a sense) to set a foundation for the rest of our journey.
7	The "Do" assignments	Discussing what we read and what we watch.	Guest Speaker	Truths	Constraints. Realities. Conditions. Weaknesses. Having a healthy relationship with the truths that impact your day-to-day helps you acknowledge and own so you can proceed and progress without full awareness. You'll feel more comfortable leaning into your Strengths, Dreams, Values when you have greater awareness of the impediments or impacts to those items.
8			Guest Speaker	Plateaus	
9	The "Do" assignments	Discussing what we read and what we watch.	Guest Speaker	Footholds	Footholds are what happens between steps in the journey. These also represent the areas where most journeys stall or derail. Between starting and goals, it's important to lock-in successes incrementally. Like a rock climber scaling a wall, footholds give you a new foundation atop which to plant your feet and reach higher. Too often we spend all of our time looking toward our goal and reaching higher, we forget to take stock of how high we've climbed, and the new floor we've set for ourselves along the way.
10	The "Do" assignments	Discussing what we read and what we watch.	Guest Speaker	Compassion	Empathy is something people are speaking more about in relation to purpose; as an empathic view on one's purpose starts to shift the exploration from an insular perspective to the external impact. Understand the role of empathy in your own purpose puts you in position to think about your purpose from the outside in -- whether it's the byproduct of the purposeful work you do or it's the way you are able to share your purpose in a way that starts with the audience first.
11	The "Do" assignments	Discussing what we read and what we watch.	Class Only	Reflections	We're creating space for you to consolidate what you've explored, learned and experienced over the second third of the class and consolidate your journal (a Foothold in a sense) to set a foundation for the rest of our journey.
12	The "Do" assignments	Discussing what we read and what we watch.	Guest Speaker	Growth	Growth is what happens when reality meets your story, your perspective and your point of view. The goal of this session is to put you in position to respond, to adapt, to incorporate and then to evolve your purpose without (unless necessary) feeling like you have to go all the way back to Square 1. Understanding that your purpose, your story, your experiences are evolutionary puts you in position to continue making progress.
13	The "Do" assignments	Discussing what we read and what we watch.	Guest Speaker	Communications	Communication is how we share our insights and perspectives with the world. With practice, understanding how we communicate and for what purpose puts us in position to improve and evolve our insights and perspectives. Communication channels are now more abundant and ubiquitous than ever before, which has made us less thoughtful and deliberate about what we communicate. Understanding communications as a model can equip you to better and more deliberately think through your purpose and how you articulate it.
14	The "Do" assignments	Discussing what we read and what we watch.	Guest Speaker	Experimentation	Experiments are powerful because they inherently create space for things that hold many of us back. Experiments don't require success, first and foremost, they simply require a commitment to an idea and curiosity. Experiments don't require clear plans and steps, they inherently require iteration and responsiveness to what happens keeping one anchored in the present and in reality. Experiments are also inherently finite, with a clear start and some understanding of a clear ending, when the experiment is over. Experiments are liberating and an excellent mindset to employ when you're starting, stuck, or searching for new inspiration to push your evolution.
15	The "Do" assignments	Discussing what we read and what we watch.	Class Only	Articulation	Articulation is the final step in this cycle and journey. The wisest people in the world will be remembered as inept if they're unable to communicate their intelligence. Whether you like to rehearse and record, to flow and present, or to step back and write, we'll ask that for your final step in our journey together, you find the best medium for you to articulate what you've learned about your purpose in this class.

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<b>Cognitive Skills and Processes</b>	<b>Written &amp; Oral Communication – Communicate effectively at a level and in modes appropriate to an entry level professional.</b>
	Communicate complex ideas effectively, in standard written English
	Analyze and synthesize information and ideas from multiple sources to generate new insights
	Present ideas and arguments in a logical and effective way
	<b>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.</b>
	Analyze and synthesize information and ideas from multiple sources to generate new insights
	Assess and critique relevant evidence and research findings
<b>Knowledge of Theory, Practice and Application</b>	<b>Theoretical Perspectives - Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation.</b>
	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
	<b>Understanding Context - Evaluate the context of workplace issues, public policies, and management decisions</b>
	Analyze the degree to which forms of human difference shape a person's experience of and perspectives on work
<b>Professional Development</b>	<b>Demonstrate an ability to interact with and influence others in a professional manner, and to effectively present ideas and recommendations</b>
	Develop effective presentation skills appropriate for different settings and audiences
	Develop career management skills to navigate one's career
	Develop capabilities to work and lead in a multicultural and diverse environment
	Work productively in teams, in social networks, and on an individual basis
	Develop cultural agility competencies
	Demonstrate lifelong personal and professional development skills