Career Development

DRAFT

U03 General Studies 130 01
Washington University in St. Louis
Spring 2013

Amy Heath-Carpentier
Thursday’s, 5:30 p.m. to 7:30 p.m., some online
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Office Hours: Mondays 1-5pm

Overview

Life is either a daring adventure or nothing – Helen Keller

Official Course Description:
The Career Development Course provides students with the skills to make intentional and meaningful career choices, whether looking for a first job or making a mid-career transition. This course will guide students through the career-planning process, including identifying interests and personality styles as they relate to career choice; learning how to find work that maximizes talents, purpose, and goals; and refining the tools needed to manage a career today and in the future.

Amy's Description:
The world of work is constantly evolving and so are you! The Career Development course is all about you – assessing where you have been, where you are now and where you are going. We will examine different ways to find your purpose and passions and how to transform them into a meaningful vocation and/or avocation. Lifelong career development and search skills will be a focus.

Well-behaved women seldom make history - Laurel Thatcher Ulrich

Purpose of the Course:
For each student to identify his or her career development goals and to refine and develop the skills needed to implement these goals.

Specific Course Objectives:
- To reflect on career purpose and goals;
- To understand self-assessment as a process to help identify unique interests and personality styles;
- To discuss networking as a life-long career development strategy;
- To discuss the key strategies to conduct a job search;
- To learn how to craft a strong resume and cover letter;
- To learn effective approaches to the interview;
• To understand life-long career management strategies.

Syllabus

Week One 3/20: Introductions and Defining Meaningful Work

*So many of our dreams at first seem impossible, then seem improbable, and then, when we summon the will, they soon seem inevitable.* Christopher Reeve

• Introductions
• Careers Yesterday and Today
  *Most people don’t aim to high and miss. They aim to low and hit.* Bob Moawad
• Overview of Course and Expectations
• Career Fulfillment is a process!
• The Career Development Process
• Assessment – Myers-Briggs, Strong Interest Inventory, StrengthsQuest
• Occupational Dreams – Add to Blackboard
• Introduction to the Career Autobiography and Mission
• Please email me your StrengthsQuest results.

Week Two 3/27: Journey to Purpose

• Review our Occupational Dreams
• Skills, Values, Interests, Preferences
  *Dedicate your life to a cause greater than yourself, and your life will become a glorious romance and adventure* – Mack Douglas
• Career Assessments - StrengthsQuest

*Class will only run to 6:30 to allow you to take your MBTI and Strong Interest Inventory assessments.*

Week Three 4/3: Envisioning Your Future

• Transferable Skills: An Overview
• Industry versus Function
• The “ideal” day
• Influencers
• Financial Factors
• Researching Career Paths
• Creating and using a Target List
  *If you aim at nothing, you’ll hit it every time.* B.J. Marshall
• Career Assessments – Myers-Briggs
• Report out on the Career Autobiography and Mission

Week Four 4/10: Finding Your Tribe

• Maximizing Your Search
• Career Assessments – Strong Interest Inventory
• Discovering Your Networking Style
• Strategic Networking and Leveraging Social Media
• Leveraging Communities and Resources
• Report out on the Career Autobiography and Mission

**Week Five 4/17: Staying Motivated and Communicating Your Skills**

“Hope” is the thing with feathers-
That perches in the soul-
And sings the tune without words-
And never stops-at all.
Emily Dickinson

• Staying Motivated and Focused – Some Practices
• Branching Out on Your Own – Going Freelance or Proposing a Job or Internship
• Resume & Cover Letter 101
• Interview Types and Procedures
• Preparing for the Interview and Interview Prep Worksheet
• Report out on the Career Story and Mission

**Week Six 4/24: Interviewing to Get the Job**

• Practice Interviewing
• Negotiation Skills
• Success Self Defined – Your Legacy
• Presentations of Informational Interviews Group 1

*Class will only run to 6:30 to allow you to finalize your materials.*

**Week Seven 5/1: Landing and Lifelong Career Management**

*Follow your passion. Stay true to yourself.*

*Never follow some else’s path unless*

*You’re in the wood and you’re lost and see a path.*

*By all means, you should follow that.*

Ellen Degeneres

• Presentations of Informational Interviews Group 2
• Celebration!

**Weekly Exercises and Assignments**

*(see notes at the end)*

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<thead>
<tr>
<th>Week</th>
<th>Assignment Due For This Class</th>
<th>Points</th>
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<tbody>
<tr>
<td>Week One (3/20)</td>
<td>Nothing Due</td>
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<td>Week Two (3/27)</td>
<td>1. Complete StrengthsQuest Online (see below)</td>
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<td>2. Select a book or other textual resource to read for class. It should be related to finding your path, your search, industry, networking or other pertinent subject matter. Email Amy a link for approval at <a href="mailto:heath-carpentier@wustl.edu">heath-carpentier@wustl.edu</a> and update Blackboard. You will be expected to share your progress weekly throughout the course.</td>
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<td>3. Select 3 Occupational Dreams from childhood through today. Utilize ONet and other resources to learn about them. How are they related to your work or life now? Write a paragraph for each one to discuss and report out on via Blackboard.</td>
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<td>Week Three (4/3)</td>
<td>1. Complete the MBTI and Strong Interest Inventory online. (see below)</td>
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<td>2. Create or update your LinkedIn Account. Join the Washington University in St. Louis Alumni Group</td>
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<td>3. Identify and research three people to contact for an informational interviews using LinkedIn (you will report on one) Reach out and schedule informational interviews.</td>
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<td>Week Four (4/10)</td>
<td>1. Write your 3-5 page Career Autobiography and Mission</td>
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<td>2. Create a targeting list of 10-15 organization, include any contacts</td>
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<td>Week Five (4/17)</td>
<td>1. Find an “Ideal” Job Description</td>
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<td>2. Research your top 5 employers. Write 1-2 paragraph summaries about them including current news, leadership, etc.</td>
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<td>3. Write or update your resume and a cover letter</td>
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<td>Week Six (4/24)</td>
<td>Prepare 10 minute career exploration/ industry/ function presentation to share what you learned from the informational interview(s), reading, research on your employers, etc. You will present this in either week 6 or 7.</td>
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<td>Week Seven (5/1)</td>
<td>Prepare 1-3 page informational interview overview report</td>
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<td>Participation in class activities and discussion</td>
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<td><strong>Total Points</strong></td>
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**Grading Scale:**
- 175-250 = Pass
- 175 or below = Fail

All work submitted after the deadline above will be docked 10% per day late.

**Attendance Requirements:**
Please plan to attend all classes. 30 points per class or 15 points per hour will be docked from your participation points for each class session missed. On days when the class is shortened to allow for Web research, you are expected to make up the hour with that research and utilizing our Blackboard Web site.

**MBTI, Strong Interest Inventory and StrengthsQuest**
You will have the opportunity to complete the MBTI, Strong Interest Inventory and StrengthsQuest an individualized career assessment.

*For the MBTI and Strong:* You will take it on-line. To complete the assessments, go to [http://online.cpp.com](http://online.cpp.com) and use the login “washu” and the password “careers.” Once you have completed the assessment, save your results. You will not receive the results of your assessments at this time; we will discuss the results in class.

*For StrengthsQuest:* The user of each access code can begin the StrengthsQuest experience by registering at: [www.strengthsquest.com](http://www.strengthsquest.com)
1. Go to the box on the right labeled “New Users.”
2. Enter the access code listed above (please double check that you have entered it correctly).
3. Proceed through the registration (you will need an e-mail address)
4. Take the Clifton StrengthsFinder

Upon completion of the registration process, the user will have access to all components of the StrengthsQuest Web site. Submit to Amy via email by Wednesday.

**Academic Integrity**

All students are expected to adhere to high standards of academic integrity. In this class especially, that means that all work presented as original must, in fact, be original, and the ideas and contributions of others must always be appropriately acknowledged. Quotations must, of course, be acknowledged, but so must summaries, paraphrases, and the ideas of others. *Course Listings* and *Bearings*, and the [University Policies website](http://www.wustl.edu/policies/undergraduate-academic-integrity.html) all contain full statements of the University's policy on academic integrity. The policy is summarized at [www.ja.wustl.edu/academicintegrity/resources-policysummary.php](http://www.ja.wustl.edu/academicintegrity/resources-policysummary.php). If you have any doubts or questions about documentation requirements, please ask me. Don't guess. Since this course is offered through the College of Arts & Sciences, any violations of academic integrity policy will be referred to the College's Academic Integrity Officer, Dean Dirk Killen.

Upon arrival at Washington University you signed a statement indicating that you have read and that you understand and that you will abide by the policies of the College of Arts and Sciences regarding academic integrity. You will be expected to honor that commitment. Academic honesty is at the very core of a University's mission of research, teaching, and learning. We cannot grow and develop as scholars and citizens of this community without honoring these promises that we make to one another. Remember: In many cases, academic integrity violations are the result of getting behind in coursework and making bad decisions under pressure. Keep up with your assignments, ask questions when you are unsure what is expected of you, and do not give in to the temptation to cut corners. Many today would agree that ready availability of prose on the internet presents greater temptation than in years past to cheat; many would also acknowledge that plagiarism is easier to detect in the computer age. The best way to guard against such a situation is to get an early start: don't neglect your coursework, don't procrastinate.

One further note: sanctions from the Academic Integrity Committee or the University Judicial Board range from warning, failure of an assignment, or failure of a course, to probation, suspension, or expulsion, depending on the severity of the offense. You should also be aware that
graduate and professional schools routinely ask the Dean's Office to report serious violations of academic integrity to their admissions committees. Professional organizations such as the various state Bar Associations also request this information, as do some employers. The University answers all such inquiries fully and with exactitude. Hasty decisions at 4 a.m. the day before an assignment is due can have a longer train of consequences than you imagine.