CAREER PLANNING: STRATEGIES FOR SUCCESS

ADGR 772701 (3 credits) / ADCO 500101(4 credits)

James A. Woods College of Advancing Studies, Boston College
Fall 2015

Instructor: Amy Flynn, M.S.
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Office: Boston College Career Center, Southwell Hall, 38 Commonwealth Avenue Office Hours:
By appointment, scheduled by phone or email

Seven Saturdays, 9:00 AM to 3:30 PM, Rm. 235 Fulton Hall /October 24th through December 12, 2015. NO CLASS ON November 28

Boston College Mission Statement

Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description

Course examines the critical elements involved in self assessment, career exploration, goal setting, adult development, decision making, job search strategies and career progression. Looks at how to integrate career information resources, and explores specific techniques and strategies designed for a competitive job market.

Course Objectives:
1. The student will develop a clear understanding of overall career development theory as well as their unique skills, strengths, interests, values and personality style. Students will learn how to apply this knowledge to their individual career development process.
2. The student will learn effective job search tools and strategies and demonstrate competency in researching career related information.
3. The student will demonstrate an understanding of how our dynamic world influences industry, and consequently, vocational discernment and career management across cultural settings and will learn the impact of culture, gender, and age in career development as demonstrated by written work and class participation.
4. The student will demonstrate ethical knowledge of career issues as well as an understanding of ethical networking strategies as demonstrated by leadership in team meetings, excellence in networking reports, and participation in class blogs.
Grading

WCAS Grading System

The undergraduate grading system consists of twelve categories: A (4.00), A- (3.67), excellent; B+ (3.33), B (3.00), B- (2.67), good; C+ (2.33), C (2.00), C- (1.67), satisfactory; D+ (1.33), D (1.00), D- (.67), passing but unsatisfactory; F (.00), failure; I (.00), incomplete; F (.00), course dropped without notifying office; W (.00), official withdrawal from course. The graduate grading system is A (4.00), A- (3.67), Excellent; B+ (3.33), B (3.00), good; B- (2.67) and C (2.00), passing but not for degree credit; F (.00), failure.

Your grade will reflect the total number of points earned for the following assignments. The amount of points per assignment will depend on the quality of the work submitted. Your final paper, which is worth 20% of your grade, is considered your take-home examination, covering all the work done throughout the course.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Maximum No. of Points</th>
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<tbody>
<tr>
<td>Class participation (in class and on-line</td>
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<td>requirements)</td>
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<tr>
<td>Independent Career Research</td>
<td>10</td>
</tr>
<tr>
<td>Networking Opportunities (two) Summary</td>
<td>15</td>
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<tr>
<td>Reflection journals</td>
<td>10</td>
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<td>Job search packet</td>
<td>25</td>
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<tr>
<td>Elevator Speech text (3)</td>
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<td>Resume (8)</td>
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<td>Cover letter (7)</td>
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<td>Thank you correspondence (4)</td>
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<td>Linked In Summary (3)</td>
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<td>Paper: How I Define Success</td>
<td>25</td>
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<td>Total: 100</td>
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95– 100 points  A
90– 94 points  A-
87– 89 points  B+
84– 86 points  B
80– 83 points  B-
77– 79 points  C+
74– 76 points  C
70– 73 points  C-
67– 69 points  D+
64– 66 points  D
60– 63 points  D-
00– 59 points  F
Grade Reports. All students are required to log into the web through Agora to access their semester grades. Students must utilize their BC username and password to log on. If your username or password is not known, the Student Learning and Support Center in the O’Neill Library Computer Center will issue a new one. The SLSC requires a valid picture ID (a BC ID, driver’s license or passport) to obtain your password.

**Texts:** (Required)

*Strengthsfinder 2.0*, Rath, 2007


**Texts:** (Recommended, Supplementary)
*I Could Do Anything if I Only Knew What It Was*, by Barbara Sher, 2010, Dell Publishing
*Do What You Are*, by Tieger, 2010
*How to Find a Job on LinkedIn, Facebook, Twitter and Google +*, by Schepp and Schepp, McGraw Hill, 2012

**Important Policies** [http://www.bc.edu/content/bc/schools/advstudies/guide/academicinteg.html](http://www.bc.edu/content/bc/schools/advstudies/guide/academicinteg.html)

**Written Work**
Graduate and undergraduate students are expected to prepare professional, polished written work. Written materials must be typed in the format required by your instructor. Strive for a thorough, yet concise style. Cite literature appropriately, using APA, MLA, CLA format per instructors decision. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation, and spelling. You are encouraged to make use of campus resources for refining writing skills as needed [http://www.bc.edu/libraries/help/tutoring.html].

**Scholarship and Academic Integrity**
It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. Scholastic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on examinations or assignments, and submitting the same paper or substantially similar papers to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work.

**Request for Accommodations**
If you have a disability and will be requesting accommodations for this course, please register with either Dr. Kathy Duggan (duggank@bc.edu), Associate Director, Connors Family Learning Center (learning disabilities or AHD) or Dean Paulette Durrett, (paulette.durrett@bc.edu), Assistant Dean for students with disabilities, (all other disabilities). Advance notice and appropriate documentation are required for accommodations. For further information, you can locate the disability resources on the web at [http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html](http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html).
Attendance
Class attendance is an important component of learning. Students are expected to attend all classes and to arrive by the beginning of and remain for the entire class period. When an occasion occurs that prevents a student from attending class, it is your obligation as a student to inform the instructor via email (flynnz@email) of the conflict before the class meets. The student is still expected to meet all assignment deadlines. If a student knows that he or she will be absent on a particular day, the student is responsible for seeing the instructor beforehand to obtain the assignments for that day. If a student misses a class, he or she is responsible for making up the work by reviewing presentations on blackboard, obtaining a classmate’s notes and handouts and turning in any assignments due. Participation is expected in this course and students will be graded on attendance and participation. Missing more than one class session puts the student in jeopardy of failing the course. If you miss class, you cannot make up participation points associated with that class. In all cases, students are expected to accept the decision of the instructor regarding attendance policies specific to the class.

Consistent with our commitment of creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing the fulfillment of their academic obligations. It is the responsibility of students to review course syllabi as soon as they are distributed and to consult the faculty member promptly regarding any possible conflicts with observed religious holidays. If asked, the student should provide accurate information about the obligations entailed in the observance of that particular holiday. However, it is the responsibility of the student to complete any and all class requirements for days that are missed due to conflicts due to religious holidays.

There may be circumstances that necessitate a departure from this policy. Feel free to contact the WCAS at 617-552-3900 for consultation.

Deadlines
Assignments are due at the beginning of the class period on the specified dates. Late assignments will be graded accordingly.

Overview of Assignments:

Independent Career Research:

Each student is expected to make a brief presentation (five minutes) during one of the classes on an article, website, or a book that would be of interest to career planning and choices during a challenging labor market. Presentations will be graded on communication of summary of the topic and professionalism. Students will submit a one page summary of the resource.

Journal / Team Meetings:

You will also complete a journal/reflections responding to questions given at the end of each class. You will have the opportunity to share your thoughts with classmates in small groups during class time. They should be at least one typed page.
Job Search Packet
Packet should be error proof and include the following:
- Resume
- Cover Letter
- Job Description
- Thank you letter / note
- Elevator speech

Networking Reports
Students will interview 2 individuals who are working in different industries and write up summaries of the interviews. Papers must be at least 4 pages total and should follow the guidelines provided in class. Interviewees can not be relatives or close friends of the student, rather students should network to find their contacts.

Blog Posts
Students will respond to weekly blog posts and participate in on-line discussions.

Final Paper
“How I Define” Success – Paper must be 5 pages or more and is an integration of students’ self knowledge, industry information and goal-setting strategies. Specific guidelines will be provided and posted on blackboard site.

Students will utilize course Canvas site for obtaining documents and submitting papers

<table>
<thead>
<tr>
<th>CLASS 1 – Oct 24</th>
<th>Class Topics</th>
<th>Assignments Due Next Class</th>
<th>Continued Learning Experiences</th>
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<tbody>
<tr>
<td></td>
<td>Course overview Intro to career development theory – (theorists Super, Holland)</td>
<td>Complete Myers-Briggs Complete Strong Interest Inventory before Tuesday, Oct 27 at 9:00 pm. READ : Career Fitness – Chapters 1 and 4; Pages 166-174 Complete exercises in Fitness: 1.1, 1.2, 1.4, 2.1, 4.2 Reflection Questions Work on Networking Report</td>
<td>TED Talk - Dan Gilbert – “The Surprising Science of Happiness” Participate and respond to class blog topics.</td>
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<td>The “three questions” Vocational discernment Self assessment Discussion of interests Formation of teams</td>
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<tr>
<th>CLASS 2 – Oct 31</th>
<th>Interests and Personality Style</th>
<th>Complete Strengthsfinder Reflection Questions Career Fitness: Chapters 3 and 5 Exercises 3.2, 3.4, 3.5, Complete Career Anchors assessment Continue work on Networking Report</th>
<th>Respond to class blog</th>
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<tbody>
<tr>
<td></td>
<td>Myers-Briggs presentation – intro to personality types and career development Strong Interest Inventory interpretation Informational Interviewing Team meetings</td>
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| CLASS 3 – Nov 7 | **Skills, strengths and values**  
Skillscan  
Strengthfinder  
Values / Career Anchors  
Family Influence on Career Development  
Discussion of Chapter 3,5,8. | Reflection paper questions  
Networking Report DUE on  
Career Fitness – Read Ch 6,7,8,9  
Bring in a job description on area of interest | Steve Jobs’ Stanford Commencement Speech  
Youtube  
Respond to class blog |
| CLASS 4 – Nov 14 | **Job Search Strategies and Resources**  
Resources for researching careers - LINKED IN / social networking  
Using library databases to access career/industry/employer information  
Resume writing  
Team meeting | Write a targeted resume and cover letter based on job description Reflection paper  
Build Linked In profile/summary |
| CLASS 5 – Nov 21 | **Resume and Cover Letter Development**  
Peer review of resume  
Linked In profile review  
Cover Letters  
Interviewing  
The HR perspective  
Decision-Making  
Processes and Strategies | Develop and rehearse “elevator speech”  
Final SUCCESS paper due by 12/12 via CANVAS.  
**Job search packet** due by 12/12 at 5:00 pm via CANVAS.  
Career Fitness Chapter 12 | InterviewStream interview watch tutorial, conduct and submit interview questions for review.  
Class Blog |
| CLASS 6 – Dec 5 | **Interviewing/Salary Negotiation**  
Cover letter reviews  
Mock interview demonstrations  
Negotiating the offer  
Managing a career over a lifetime  
Setting goals’ designing career action plans Letters, 6 months later | Work on Final Paper and Job Search packet |  |
| CLASS 7 – DEC 12 | Networking Breakfast  
Mock Interview Day  
Elevator Pitch Event  
Final Team Meetings |  |  |