Fall 2022

MGMT 210: Career Development
Designing Your Career and Life

Class Days/Times
- Tuesdays, 9:25 AM – 10:40 AM
- Class Location(s)
  - August 23 – October 4 (Beatty 120)
  - October 11 – November 29 (Beatty Innovation Lab)

Course Instructors

Kristen McMullen
- Director – SB Student Success Center – Beatty 100
- 843.953.2035 – mcmullenk@cofc.edu
- Office Hours: Schedule via Calendly (https://calendly.com/mcmullenk/) or drop in M-F, 7:30 AM – 4 PM

Cory Werkheiser
- Associate Director, Experiential Learning and Career Development – SB Student Success Center – Beatty 100
- 843.953.1148 – werkheiserc@cofc.edu
- Office Hours: Schedule via Appointment Manager (https://am.cofc.edu/casamonline/ > School of Business - Student Success Center > Career Advising > Cory Werkheiser) or drop in M-F, 9:00 AM – 5:30 PM

Course Description
- This 1-credit course employs experiential learning to cover the concepts and techniques of career planning and development.
- Students will develop teamwork and presentation skills while gaining insights into best practices for professionals including resumes and interviews.

Course Objectives

Upon completion of this course, students will be able to:
- Identify personal priorities, skills, interests, strengths, and values.
- Implement techniques for creating a professional resume, cover letter, and LinkedIn profile.
- Create time management strategies applicable to maintaining a work and life balance.
- Design action plans for critical career situations including the first 90 days of a new job.
- Identify and research career paths and opportunities.
- Understand how to cultivate a professional network and build a personal board of directors.
- Evaluate the fit of a variety of work settings and roles.
- Effectively market to prospective employers through written documents, online presence, and skillful interviews.
- Identify and use relevant tools in the job search.
- Understand and plan for future career and educational pursuits.
- Demonstrate a clear understanding of the career exploration process and how skills and interests match up to a chosen career path.

Text – Provided to the Student – No Purchase Necessary

School of Business Learning Goals
This class addresses the five Learning Goals established by the School of Business:
- Communication Skills: Students will demonstrate the ability, via both written and spoken word, to effectively present, critique, and defend ideas in a cogent, persuasive manner.
- Quantitative Fluency: Students will demonstrate competency in logical reasoning and data analysis skills.
· Global and Civic Responsibility: Students will be able to identify and define social, ethical, environmental, and economic challenges at local, national, and international levels. Students will also be able to integrate knowledge and skills in addressing these issues.
· Intellectual Innovation and Creativity: Students will be able to demonstrate their resourcefulness and originality in addressing extemporaneous problems.
· Synthesis: Students will demonstrate the ability to integrate knowledge from multiple disciplines incorporating learning from both classroom and nonclassroom settings in the completion of complex and comprehensive tasks.

Extra Credit
· Extra credit opportunities are not built into the grading of this course. Your primary focus should be on earning the best possible grade on each assignment and project. In the business world, the expectation is always, “Do it right the first time.”

Writing Assistance
· If you require any assistance with written assignments, please contact the College Skills Writing Lab and Speaking/Presentation Lab located in the Center for Student Learning (Addlestone Library, first floor).
· Trained writing consultants can help with writing for all courses and offer one-to-one consultations addressing everything from brainstorming and developing ideas to crafting strong sentences and documenting sources.
· For more information, please call 843.953.5635 or visit http://csl.cofc.edu/labs/writing-lab/.

Student Expectations
· Professional interactions always with classmates, teammates, instructors, and guest speakers in verbal, written, and interpersonal communication.
· Attendance at all class sessions, and on-time completion of all assignments.
· Communication with instructors in situations where you will be unable to attend class or complete an assignment.

E-mail Etiquette
· Use a business-like writing style and be concise and to the point.
· Include a subject line that is meaningful to the recipient (include “MGMT 210” in the subject).
· Include content that clearly states the purpose of the e-mail including any action to be taken by the instructor.
· Have a clear signature block with your full name and return e-mail address.
· You must reply to emails within 24 hours during the business week – this expectation is in line with the business world.

OAKS
· OAKS, including Gradebook, will be used for this course throughout the semester to provide the syllabus and materials, and regularly posted grades for each assignment.
· Students are responsible for checking the accuracy of their grades on OAKS and must bring any discrepancy to the attention of the instructors before the last day of the academic semester.
· Once grades are submitted, changes will not be made to OAKS records, and therefore no change will be made to your grade.

Method of Evaluation
Your final grade will be based on the following:
· Modules
· Application of Learning (Assignments)
· Learning Engagement
· Resume
· Portfolio participation
Application of Learning and Expectations

**These applications of learning are required to guarantee that you can apply the content/elements (comprehension) after each module.**

- **Expectations for Work:** Following the School of Business learning goal of effective communications, all written work (including presentations) must be completed fully using professional style and follow basic principles of effective written communication. As any potential employer would expect, all written work should be neat, well organized, clearly written, and free from grammatical and/or typographical errors.

- **Learning Engagement:** Engagement in the course is mandatory. Participation is only meaningful if it is completed during the completion of each module. To foster lively and informed follow-up discussion as well as develop critical analytical skills it is necessary to be prepared for and participate in each class activity. This requires active discussion and active engagement designed to promote individual and class learning.

- **Resume and LinkedIn:** Students will be asked to create and have their resume and LinkedIn reviewed during the semester.

- **Required Tasks:**
  - Activate your QUEST membership (SB mobile app) by downloading the Suitable app
  - Create a CofC Handshake account and complete your Handshake profile
  - Create a LinkedIn account and complete your LinkedIn profile

- **Final Presentation**
  - Students will engage in a final presentation as a reflection of the semester experience. Details will be provided.

**Weather Emergencies**

- If the College of Charleston closes and members of the community are evacuated due to inclement weather, students are responsible for taking course materials with them to continue with course assignments consistent with instructions provided by faculty.
- In cases of extended periods of institution-wide closure where students have relocated, instructors may articulate a plan that allows for supplemental academic engagement despite these circumstances.

<table>
<thead>
<tr>
<th>Operational Status</th>
<th>Guidelines/Responsibilities</th>
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<tbody>
<tr>
<td>Normal Operations</td>
<td>Instruction continues to be delivered as normal and students are expected to continue with all course work, and assignments, and be in attendance according to the course syllabus. Students who elect to depart early or delay their return are responsible for all missed work. Students should plan to take all course materials with them.</td>
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<tr>
<td>Closure</td>
<td>College is officially closed (formal announcement) and instruction is suspended. Students are responsible for taking all course materials with them and monitoring email communication from faculty on how instruction will resume.</td>
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<tr>
<td>Recovery and Preparation to Resume Normal Operations</td>
<td>Course work could resume partially and/or gradually consistent with an articulated plan and instructions provided by the faculty. Students are expected to find internet access for email communication and access to course materials in OAKS.</td>
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**Academic Integrity**

- Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, are investigated. Each incident will be examined to determine the degree of deception involved.
- Incidents, where the instructor determines the student’s actions are related more to misunderstanding and confusion, will be handled by the instructor. The instructor designs an intervention or assigns a grade reduction to help prevent the student from repeating the error. The response is recorded on a form and signed both by
the instructor and the student. It is forwarded to the Office of the Dean of Students and placed in the student’s file.

- Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive an XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent.
- Students can find the complete Honor Code and all related processes in the Student Handbook at: http://deanofstudents.cofc.edu/honor-system/studenthandbook/.

Disability Statement

- Students approved for SNAP Services should meet with the instructors after class or during SB SSC (Student Success Center) office hours during the first two weeks of classes or as soon as they are approved for services to discuss accommodation and present a copy of their SNAP-issued Professor Notification Letter (PNL).
- The College and the instructors will make reasonable accommodations for persons with documented disabilities.
- Students should apply at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104.

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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>August 23</td>
<td>Syllabus, and Clifton Strengths (Assessment assignment)</td>
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<td>2</td>
<td>August 30</td>
<td>Clifton Strengths (Group assignments)</td>
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<td>3</td>
<td>September 6</td>
<td>Advanced Handshake/LinkedIn (profiles)</td>
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<td>4</td>
<td>September 13</td>
<td>Advanced Resume/Cover Letter (formatting and customization)</td>
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<td>5</td>
<td>September 20</td>
<td>Elevator pitch and Career Fair etiquette (Pre-Career Fair)</td>
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<td>6</td>
<td>September 27</td>
<td>Job Search Process – Mapping, networking, keywords, skills, referrals, hidden job market</td>
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<tr>
<td>7</td>
<td>October 4</td>
<td>Interviews (Big Interview Assignment)</td>
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<td>8</td>
<td>October 11</td>
<td>Gap analysis (skills)</td>
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<td>9</td>
<td>October 18</td>
<td>Professional communication</td>
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<td>10</td>
<td>October 25</td>
<td>Time Management – Include handout on Leadership, volunteer/community, boards of directors, professional organizations, Success Mentoring</td>
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<td>11</td>
<td>November 1</td>
<td>Succeeding in the Workplace – First 90 Days (Big Interview Module) – Working with others (personal issues vs work issues) and Remote/hybrid/contract work best practices</td>
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<tr>
<td>12</td>
<td>November 15</td>
<td>Personal vs Professional (social media, texting, email)</td>
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<td>13</td>
<td>November 22</td>
<td>Taking control of your evolving career</td>
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<td>14</td>
<td>November 29</td>
<td>Final Project w/Presentation</td>
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<td>15</td>
<td>TBD</td>
<td>Final Exam</td>
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*It is each student’s responsibility to attend class, watch email for any schedule adjustments, and regularly check our class OAKS site for course information. The instructors reserve the right to modify this syllabus.*