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## BADM 260-01, Career Planning, Fall 2007

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## 260 CAREER PLANNING

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Fall, 2007

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### **OBJECTIVES:**

Participants will learn to:

1. Conduct a comprehensive self-assessment of personal needs, values, skills and interests and try to match these to specific occupational and organizational cultures;
2. View career planning as a long-term process that is affected by social trends, organizational policies, and individual development;
3. Develop career planning and job-hunting strategies and skills;
4. Analyze the cultures of the country and organizations that they observe;
5. Bridge the gap between being a student and entering the workforce.

### **REQUIRED READING:**

1. Clawson, J.G., Kottler, J.P., Faux, V.A., and Arthur, C.C. Self-Assessment and Career Development, Englewood Cliffs, NJ: Prentice-Hall, 1991, 3<sup>rd</sup> Edition
2. Packet of materials including:
  - a) Sample resumes
  - b) "Action" words
  - c) Sample interview questions
  - d) Sample cover letters

### **ASSIGNMENTS:**

1. Complete six shadow experiences at local organizations, three of which can be with 460 internship students. These shadow experiences must be approved by Career Services and the course instructor. Shadow experiences must be completed by the last full week of classes. Attendance and punctuality are essential.
2. Attend class twice a week (9:00-9:50 MW).
3. Keep a journal of each shadow experience and turn it in for credit.

- a. Describe the work assignments you observed, the nature of the atmosphere at work and your relationship among the colleagues you observed.
  - b. Answer the questions on the “list of the things to compare and contrast in your shadow experiences” that is attached to this syllabus that are applicable to your experience this semester. .
  - c. This journal will help me to assess the value of your shadow experiences for future students.
4. Complete and turn in the following exercises from the Self-Assessment Workbook:
    - a. Written Interview (complete, but do not turn in) – Chapter 3
    - b. Values Sort – Chapter 4
    - c. Survey Of Behavioral Characteristics – Chapter 5
    - d. Interpersonal Style Inventory – Chapter 9
    - e. Predisposition Test – Chapter 10
    - f. 24-Hour Diary – Chapter 11
    - g. Developing Life Themes – Chapter 16
    - h. Drawing Implications From Themes – Chapter 21
    - i. Feelings Record (for all exercises) – Chapter 15
  5. Complete and turn in a resume draft for “resume clinic”.
  6. Read all resumes and come to class prepared to critique them.
  7. Complete a list of questions that you would want to ask a job applicant if you were selecting individuals to fill open positions at your organization (and bring them to class).
  8. Read sample interview questions and prepare answers to them using your self-assessment exercises to guide you (and bring them to class).
  9. Complete and turn in a polished resume and cover letter
  10. Read cases as assigned and come to class prepared to discuss them.

### **GRADING:**

There will be no exams in the class. **Your grade will be based on your written journal, answers to the questions on the last two pages of this syllabus, workbook exercises, interview and in-class case analyses**; however, to pass the course, you must complete the six shadow experiences. Please see attached detailed information regarding workbook exercises and journal. **Your completed journals and workbook exercises are due on 11/28/07. If they are late, I will deduct a full grade for each day’s tardiness.**

Your workbook exercises, updated resume, cover letter and journal are due on **March 22**. If they are turned in late, a full letter grade will be deducted for each day that your materials are late.

### **HONOR CODE:**

You are expected to abide by the Honor Code.

### **CLASS DISCUSSION TOPICS:**

1. Evaluating a Job Applicant  
Looking at Job-Hunting from the Other Side of the Fence (Bring your interview questions to class.)
2. National Cultures/Corporate Culture
  - a. Definition of Culture
  - b. The Role of Culture in Career Decisions
  - c. Learning to Read Cultural Cues
3. Developing Job Hunting Skills  
Facts about Job Hunting
  - a. Resume Writing (Bring your resume drafts and critiques to class for resume clinic.)
  - b. Interviewing (Bring your analyses and answers to interview questions to class.)
  - c. References
4. Long-Term Socio-cultural Factors That Influence Career Planning
  - a. Socio-cultural Changes
  - b. Life Stages
  - c. Societal Values
  - d. Organizational Structure
  - e. Family Responsibilities
5. Cases
  - a. Matt Compton
  - b. Lisa Benton
  - c. Karen Harper
  - d. Elizabeth Fisher
  - e. The Vermont Decision

### **SOME GENERAL HINTS FOR DOING WORKBOOK EXERCISES:**

1. **The point of all of these exercises is to generate life themes.** The first six exercises are **data-generating devices** and these data, in turn, become the basis for building life themes. These data will also be useful for answering interview questions. The richer the data you generate, the more useful these exercises will be. If they are done

superficially, you will not learn much about yourself, and it will be more difficult for you to communicate to others who you are and why you are a match for the job you are seeking. It will also be more difficult to select among different jobs. First, you must find out who you are and what you want. Your life themes (Chapter 16) should include data from all the exercises you've done and the data source (the exercise) should be labeled for each. Use the examples from Chapter 17 for completing this part of the assignment. **To be useful, the analysis and interpretation of each exercise must be done as the workbook directs.**

2. These exercises take time and psychic energy – not intellectually difficult, but tiring – takes time! Start early! **Remember, this is the primary basis for your grade!**
3. You do **NOT** have to follow instructions in the book to analyze Steven Taylor or Carrie Baugh's examples. If it helps you to do this, fine, but this is not to be turned in for credit. These examples are there to help you to do your **own** self-assessment paper.

### **DETAILED INFORMATION ON EACH PART OF SELF-ASSESSMENT:**

#### **WRITTEN INTERVIEW, Chapter 3, p. 13**

- ☐ Read instructions.
- ☐ Questions 1-11 answer – do NOT turn in, **but DO THE EXERCISE -- you will need MANY DIRECT QUOTATIONS from this exercise to complete your life themes exercise later on.** This will take many hours to complete.
- ☐ Feelings Record (see Chapter 15) – turn in

#### **VALUES SORT, Chapter 4, p. 39**

- ☐ Put them in order and turn in the exercise.
- ☐ **See pp. 41–42 – use questions for analysis and turn in**
- ☐ Feelings Record – turn in

#### **BEHAVIORAL CHARACTERISTICS SURVEY, Chapter 5, p. 47**

- ☐ Survey, pp. 47-48; Scoring, pp. 49-50 – turn in
- ☐ Scoring Procedure, p. 49; Interpretation, p. 50 – turn in
- ☐ Feelings Record – turn in

#### **INTERPERSONAL STYLE INVENTORY, Chapter 9, p. 83**

- ☐ Follow directions carefully.
- ☐ Be sure to put your name and data collector's name on acquaintance reports. Do not put name of acquaintance on these forms. The feedback to you from your acquaintances is supposed to be anonymous!

- ☐ Select 2-3 close friends; the rest are people who know you reasonably well – 5 in all
- ☐ **Do analyses on pp. 98–99 – see “Interpretation” Turn in ALL**
- ☐ Feelings Record – turn in

PREDISPOSITION TEST, Chapter 10, p. 105

- ☐ Test on 106 – do it fast without thinking about each too carefully
- ☐ Scoring and interpretation, pp. 106-109 - turn in
- ☐ Feelings Record – turn in

24-HOUR DIARY, Chapter 11, p. 113

- ☐ 2-days worth - minimum – 24 waking hrs; – turn in – 1 weekday, 1 weekend day
- ☐ Write as you go; don’t reconstruct – instructions on p. 113
- ☐ **Put as many details, reactions, etc., as possible to generate a rich set of data**
- ☐ **Interpretation – pp. 113-116; – turn in**
- ☐ Feelings Record – turn in

ANALYZING THE WRITTEN INTERVIEW, Chapter 14

Very helpful for pulling out themes and patterns from data

FEELINGS RECORDS, Chapter 15

How to do feelings records, examples and interpretation

LIFE THEMES, Chapter 16 – developing life themes

- ☐ **SEE pp. 215-223 (LAUREN DAVIS’ SELF-ASSESSMENT PAPER FOR AN EXAMPLE) THIS IS WHAT YOUR LIFE THEMES EXERCISE SHOULD LOOK LIKE – TURN IN.**
- ☐ Feelings Record – turn in

DRAWING IMPLICATIONS, Chapter 21, p. 229 – turn in

Feelings Record – turn in

**THINGS TO COMPARE AND CONTRAST IN YOUR SHADOW PROGRAMS AND REPORT IN YOUR JOURNAL:**

1. Were job responsibilities clearly delineated? Was the job structured? Explain.
2. Were you introduced to other members of the organization and how did they receive you?
3. Were there any “upending experiences” – incidents that strongly conflicted with your assumptions about the organization and/or the role you were shadowing?
4. Identify successful versus plateaued people in the organization you observed. Compare and contrast the behavior, attitudes, image, demeanor, and style of the two

groups. What are the differences in the way the two groups are treated by their colleagues?

5. Corporate Culture
  - a. Company values and how are these communicated to employees and the public;
  - b. Central beliefs of the organization about how the world works;
  - c. Acceptable behavior patterns for the employees in the corporation;
  - d. Important taboos.
6. How are differences in hierarchical levels symbolized?
7. How much social distance is there between/among individuals on different levels of the hierarchy?

### **LATER REFLECTIONS:**

1. Which of the shadow programs were most surprising to you because your expectations were different from what you found? Explain what your expectations were and what you found.
2. Which of the jobs you shadowed are the most appealing to you and why?
3. Which of the jobs are least appealing and why?
4. At which organization would you most like to work and why?
5. At which organization would you least want to work and why?
6. What was the most important thing you learned from your shadow experience?