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BUS 260-01, Career Planning, Fall 2011

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PROFESSIONAL DEVELOPMENT

BUSINESS 260-CAREER PLANNING

BUSINESS 360-INTERNSHIP

BUSINESS 460-INTERNSHIP

FALL SEMESTER 2011

8/25/2011

Faculty: **RICHARD L. FISHER, M.S., CPA, CFP, ChFC**

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COURSE OBJECTIVES

*The objectives of the course, as detailed below, are more broad than the Catalog course title implies, as the course not only focuses on the student's successful completion of an internship or shadow experience, but also on acquiring information and skills critical to applying for and securing employment. While the "in semester" experiences received with internships or shadow experiences will provide additional student perspective during the semester, the focus of the course is on the **overall, high level PROFESSIONAL DEVELOPMENT of the student**, from both "before the job", and "on the job." standpoints. Of major importance in this regard will be refinement of both verbal and written communication skills, as well as the use of case studies to address ethical issues that may confront a graduate once initial employment is secured.*

Consistent with the above, the course will endeavor to:

1. Develop overall preparedness for entry into, and success in the workplace; refine practical and effective writing skills as an element of increasing the likelihood of securing interviews and employment, and enhancing written communication once employed;
2. Develop professional resume and cover letter preparation techniques;
3. Develop solid interview strategies, communication and response techniques through a series of real time interchanges and mock interviews; assess and refine interview thought processes and communication skills;
4. Obtain exposure to the requirements of various occupations through real time exchanges with guest lecturers and community professionals;
5. Discern how and why particular intern or shadow experiences are an individual fit or not, and what has been learned in the process;
6. Obtain case study experience as to the important role that solid business ethics plays in the workplace;
7. Obtain insight into the prominent roles that organizational "culture" and individual behaviors play in the workplace;

8. Develop skills to source employment availability and obtain familiarity with job posting internet sites;
9. From the completion of an assigned book, allow the student to carry on a fluid conversation with regard to a major current topic in the business world, and
10. Develop specific skills to research an interview target.

REQUIRED TEXT AND MATERIALS

1. Handouts and case studies, as directed; a specific research/topic book will be assigned to each student;
2. Audio materials, as directed;
3. **All of the above to be paid for by the student, some of which may be individually billed during the semester.**

CLASSROOM REQUIREMENTS

1. ***The course will be taught as if the student has joined a new organization for the semester, for which high level professionalism, meticulous attention to deadlines and detail, and punctuality are required. As such, the student should approach course requirements of the course with the same attitude and standard of quality as he or she would approach an actual first job, and be expected to be evaluated by the Professor on the same basis as an employer would evaluate an actual employee. Instructions, templates, and the like should be followed very literally, but students are free to ask questions.*** ALL assignments should be completed with the same care and meticulous review as if they were going to be evaluated by one's workplace superior. Written assignments should be presumed to have "Senior Management" as the final destination, and all verbal communication in class and otherwise should be presumed to be professionally styled as if directed to a Senior Management team. Such presumed standard should permeate across all of your work for the semester, even in office hour conversations. All assignments are due *in class*, and on the day specified on the Assignment Schedule, unless notified to the contrary by The Professor. Assignments turned in late without permission from The Professor in advance may be subject to a markdown of up to 25% of the grade that would otherwise have been assigned, all at the sole discretion of The Professor. Assignments turned in more than 48 hours from the time due may not be accepted at all, at the sole discretion of The Professor, in which case a zero may be assigned. As previously noted, verbal commentary by the student should be professionally advanced as if the student were in an actual workplace meeting; students will be corrected in class as to verbal errors or inconsistencies. Absolute punctuality should be observed as one's employer would assess same "on the job"; one minute late is "late". When guest speakers attend the class, students should be punctual and attentive on the same basis as they would be for an on the job staff meeting with Senior Management. Students should engage speakers and ask questions (it is very rude not to do so when speakers have given of their time to help you with your career). When speakers are present, students should dress nicely (no jeans, no tee shirts, etc.) **Attention to all of the above points will bear directly on the student's grade**, in the same way that lack of compliance with the above standards would be viewed poorly by an employer.
2. ***The use of cell phones, texting, or email review in the classroom will not be tolerated in any respect!***
3. ***Success in the course will be dependent on class attendance, which is mandatory, and which will be taken and graded.*** If a student is absent from class due to an excusable reason (such as for a required school sporting event), the student must provide the Professor with an explanation of the absence. Absences for which an excuse is not given or accepted by The Professor will represent an unexcused

absence. Guest speakers visit the class without compensation and are there strictly as a favor for you, the student. In some cases the speakers will be presenting in the evening (dates to be announced). **Failure to attend guest speaker sessions may result in the weighting of such absence at a higher level as to grade impact.** Students are expected to be in class for all student presentations, whether or not the student is actually presenting on that day. When, in the Professor's opinion, unexcused absences are excessive, or unsatisfactory performance in the course jeopardizes the student's progress, notice to the Assistant Dean of Academic Affairs may be given by the Professor. Further absences will, at a minimum, result in a (perhaps substantial) lowering of the student's grade, and *may* result in failure in or suspension from the course. Should a student receive a notice of excessive absences or unacceptable performance in the course, it is the student's sole responsibility to promptly contact the Professor to discuss the situation in question.

4. **Students are responsible for any announcements that are made in class, including changes in assignments or due dates**, and for any handouts, *whether such student was present in class or not at such time, for any reason*. The attached Assignment outline is **tentative at this time**, and is subject to change as guest speaker availability changes. If revised Assignment Schedules are in effect, **they will be color coded**, and the class notified under which "color"/schedule the class is currently operating. As on the job, students in the course are responsible for checking their e-mail **at least once a day**, and are **fully responsible** for any content included in e-mails sent from The Professor, which e-mails may contain additional instructions, information to be included in assignments, or narrative in clarification of assignments.
5. Class participation in discussion topics is very important, as the opinions and experiences of each student can be invaluable to the class; similarly, student initiative in relating classroom topics to current events is also important.
6. Written assignments should be completed in a timely and professional manner, illustrating a depth of thought and careful communication of ideas and perspective. **It will be especially important for each student to pay particular attention to the proper use of grammar, syntax, idea expression and sentence flow and construction. The student is expected to research questions of grammar, syntax, spelling, etc., BEFORE FIRST DRAFTS are handed in. Such questions should be thoroughly checked and checked again! Reliance on computer resources may not be sufficient for accuracy (use of a paper dictionary is preferred); hard copy grammar resource materials will be available outside of The Professor's office, but please use them there, and do not take them with you.** Written assignments should be turned in in hard copy form, and all prior drafts with Professor edits should be stapled to them; consequently, e-mail submission is not preferred. If all prior drafts do not accompany the current submission, both may be considered late, or not accepted. Assignments having noticeable errors upon submission may be returned to the student without grading; such assignments may be considered late. **Grades assigned on initial submissions may be lowered if corrections and revisions are not satisfactory in The Professor's discretion. All of this is crucial to good performance in the class!**

Written assignments will include:

- a. Responses to selected topics or discussions;
- b. Preparation of initial draft cover letters and resumes, with final versions to follow;
- c. Responses to research readings, projects and case studies, as assigned.

7. Class presentations should be completed and presented in a timely and professional manner. With respect to group assignments, each student is expected make a balanced contribution to the group, and to share in the actual presentation to the class; grades may be adjusted if such is not the case.
8. *Failure to follow specific instructions with respect to assignments may result in a significant grade penalty with respect to the assignments in question.*
9. Anyone who has received documentation through Disability Services and needs accommodations for assignments should let the Professor know well in advance of due dates.
10. Documents e-mailed to the Professor should first be saved in the requisite **97-03 format**, as there is sometimes trouble opening the documents having an “x” in the extension. The way to do this is to execute the “File”, “Save As”, and subsequent instructions.

INTERN / SHADOW EMPLOYMENT REQUIREMENTS

1. Depending upon the specific course in which a student is registered, requirements are different. **Each student will either participate in an intern experience (BUS 360/460), or a series of shadow experiences (BUS 260)**, all as coordinated by the Rhodes Career Services Office; *each student is responsible for confirming such early in the semester with Career Services. Satisfactory completion of required internship and shadow experiences is not optional, and failure to do so to The Professor’s satisfaction may result in failure of the entire course, notwithstanding the portion of the grade allocable to such as noted below (which are designed to rate specific differences in performance of those who do complete them satisfactorily).* Regular attendance and professional dress and conduct at intern and shadow places of service should be exhibited, and a detailed journal of the experience maintained; specific content requirements of the journal will be provided at a later date.
2. A Journal assessing each intern/shadow experience should be kept. The Professor will distribute a handout regarding specific guidelines.

GRADING PROCESS

1. Major factors entering into grade determination will consist of:
 - a. Class attendance, contribution to class discussion, and enthusiasm in sharing experiences and perspectives for the benefit of the class **(25%)**;
 - b. Contribution to, participation in, and communication (including the written component, if any) with respect to group projects **(10%)**;
 - c. Complete reading of any research book assigned, satisfactory completion of an acceptable summary thereof, and/or satisfactory presentation of such to the class if requested **(10%)**;
 - d. Preparedness and communication with respect to resume and cover letter preparation, and interview exercises and processes **(15%)**;
 - e. Content and quality of individual written assignments (such as case studies), including the use of appropriate grammar and syntax **(25%)**;
 - f. Content, comprehensiveness, and perspectives communicated through the intern/shadow *Journal* completion process **(5%)**; and
 - g. Evidence of satisfactory attendance and completion of internship/shadow experience obligations, including The Professor’s assessment of the evaluation *by the organization* providing an evaluation

of the student; Professor's assessment of overall student performance and/or improvement (or the lack thereof); all to be awarded at the discretion of The Professor **(10%)**.

2. The giving of formal quizzes, tests, or "case examinations" within the context of the above general grading categories will be at the discretion of The Professor. If no final examination is given, The Professor will may utilize such time to cover additional topics or to use such time for an additional assignment falling into one or more of the general grading categories outlined in the section noted above.
3. Overall course grades will be assigned according to the following general parameters (adding plus or minus notations, as appropriate):
 - A 90% and above
 - B 80% to 89.9%
 - C 70% to 79.9%
 - D 60% to 69.9%
 - F Below 60%

HONOR CODE

Compliance with The Rhodes College Honor Code is expected at all times. ***It will be considered an Honor Council offense to use, or to refer to notes, tests, papers, presentations, or other related materials associated with prior students or materials used in previous offerings of the Course.***

Business 260 360 460

Assignment Schedule-FALL Semester 2011

8/25/2011

| Class Date | Topic | Reading/Writing Assignments |
|---------------------------------|---|---|
| Thursday Aug . 25 | Course Introduction | |
| Tuesday Aug. 30 | The "Millennial" Generation/Generation "Vexed" Writing issues | <i>"The Feathered Generation"</i> (Handout) |
| Thursday Sep. 1 | Money / Significance/Success/Values/Abilities/ Motivations-----Introduction to Ethics Issues | "Why Hire You" Paper Due |
| Tuesday Sep . 6 | Writing Critique | |
| Thursday Sep. 8 | Resume Writing / Resume Critique | |
| Tuesday Sep. 13 | Guest Speaker | |
| Thursday Sep . 15 | Ethics Case Discussion | Case Paper Due |
| Tuesday Sep. 20 | Cover Letters / Information Interviews | |
| Thursday Sep. 22 | Meyers – Briggs Testing-Career Services | |
| Tuesday Sep. 27 | Meyers – Briggs Testing-Career Services | Company / Group Selections Due Resume Drafts Due |
| Thursday Sep. 29 | Guest Speaker | |
| Tuesday Oct. 4 | Interview Techniques | |
| Thursday Oct. 6 | In Class Interviews and Company Research Parameters | Cover Letter Drafts Due Second Resume Drafts Due |
| Tuesday Oct. 11 | In Class Interviews | |
| Thursday Oct. 13 | Guest Speaker | |
| Thursday Oct. 20 | In Class Interviews | |
| Tuesday Oct 25 | Thank You / Decline Letters | |
| Thursday Oct . 27 | Guest Speaker | |
| Tuesday Nov . 1 | Company Presentations | Second Cover Letter Drafts Due Third Resume Drafts Due |
| Thursday Nov. 3 | Company Presentations | |
| Tuesday Nov 8 | Credit & Employment Impacts Thereof | |
| Thursday Nov 10 | Advanced Topics | |
| Tuesday Nov. 15 | Guest Speaker | Final Cover Letters Due Final Resumes Due |
| Thursday Nov 17 | Guest Speaker | |
| Tuesday Nov 22 | Case discussion | Case Paper Due |
| Tuesday Nov. 29 | Guest Speaker | |
| Thursday Dec. 1 | Individual Presentations | |
| Tuesday Dec. 6 | Individual Presentations | |
| Friday Dec. 9 at 8:30 AM | FINAL EXAM or CASE DUE DATE TO BE – | |

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| DETERMINED--OFFICIAL DATE AT LEFT |
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The above schedule assumes a Rhodes Fall Break spanning October 15 – October 18, 2011, and a Thanksgiving Recess spanning November 23 – November 27, 2011.