



## **Strategic Career Preparation and Decision Making**

Career Preparation 100 (1-credit hour)

Monday, 1:10 to 2:25 PM

Student Life Meeting Room, RSC

Fall Semester 2012

### **Office Hours**

Call to meet by appointment (604-513-2017)

Student Success Centre; 2<sup>nd</sup> Floor RSC, Room 209

### **Course Description**

This course is intended to assist students in making informed strategic career decisions, and to prepare for the transition from the University. The course is an application of current theories of career development to the life situation of the class participant. Course content includes:

- A biblical perspective of the role of employment in one's career development,
- Christian principles for the career exploration and planning process,
- Developing self-awareness,
- Developing occupational awareness,
- Developing economic awareness,
- Utilizing integrative and strategic career decision making processes and
- Developing pre-employment skills e.g. resume preparation, job search skills training, and interview skills.

The course is intended to address the career planning and decision-making concerns of students in general, however it is mandatory for co-operative education students.

### **Student Learning Outcomes**

1. Develop a biblical understanding of work.
2. Understand and apply a career decision-making process to one's life situation.
3. Understand how educational choices contribute to career development.
4. Gain insight of major labour market trends and their impact on employment opportunities.
5. Increase awareness of resources available to assist students career planning.
6. Acquire basic skills related to the job search, resume preparation and the interview process.
7. Identify and understand employer expectations as related to the process of transitioning from the university.

This course is intended to assist students in understanding, from a Christian perspective, the role of employment in a person's career development throughout life. Further, the course will assist students in developing the pre-employment skills that will be of value to them as their career paths unfold. Students are encouraged to become active participants in the career planning process by examining how their skills, interests, values and personality influence career decisions. The importance of understanding the economy, marketplace trends and employer expectations will also be addressed.

### **Required Text**

Brooks, Katharine. *You Majored in What?: Mapping your path from chaos to career*. New York, NY: Viking, 2009.

### **Suggested materials on reserve in the Student Success Centre**

Bittner, Robert. *Your Perfect Job: A guide to discovering your gifts, following your passions, and loving your work for the rest of your life*. Colorado Springs, CO: Shaw Books, 2003.

- Elmore, Tim. *The Life You Were Meant to Live!: Uncovering God's purpose for your life* [DVD]. Duluth, GA: Growing Leaders, 2005.
- Schuurman, Douglas J. *Vocation: Discerning our callings in life*. Grand Rapid, MI: Eerdmans, 2004.
- Sherman, D. & Hendricks, H. *Your Work Matters To God*. Colorado Springs: Navpress, 1993.
- Warren, Rick. *The Purpose-Driven Life*. Grand Rapids MI; Zondervan, 2002.

## Course Requirements

1. **Class Attendance & Participation:** Students are expected to attend all classes on a regular basis and **actively contribute** to the class discussion. Students are required to make-up absences by meeting with the course instructor by appointment. As per university policy, a student misses 25 percent or more of the sessions, she/he will be barred from completing the final project. Lack of involvement and/or poor attendance can result in failure to pass the course.
2. **Reading Assignments:** As part of the career exploration process, students are expected to engage in critical thinking with reading assignments. **Reflection papers:** Each reading reflection should have four components: 1) chapter summary, 2) one point with which you agree, 3) one point with which you disagree and 4) one question about the reading material. Maximum word count: 300. **Maps:** Follow directions in the corresponding chapters.
3. **LinkedIn:** Create and complete a LinkedIn profile at [www.linkedin.com](http://www.linkedin.com). Establish at least 10 contacts, two of which must be the course instructors.
4. **Career Assessment:** Complete Integrated **Elevations** Action Plan after self-assessment.
5. **Resume and Cover Letter Preparation:** Students are to develop a skills-focused chronological resume and a corresponding cover letter.
6. **Practice Interview:** Students are to schedule and complete a practice interview in advance with Mrs. Kuehl by calling 604-513-2017. Interviewees are expected to present as for a professional interview.
7. **Final Project/Exam** - Your paper, along with a 10-minute presentation of your personal image will be due as indicated in the course schedule. Paper must be no more than 1000 words.
  - a. **Personal Image:** Using the required text, selected materials on life calling, and course content, identify and develop a personal image. This image may take the form of a written expression, artwork, a collage, or any other form of media that serves to communicate your personal sense of purpose and life calling.
  - b. **Integrated Paper:** References required (APA, Chicago, or MLA). Answer the following:
    - i. Compare and contrast Brooks' text with at least one other material as related to your personal sense of life calling: identity, purpose, direction. What did you learn about yourself as related to career development?
    - ii. Identify and assess an occupational field of interest. What makes it viable for you?
    - iii. Consider how this course has influenced your self-awareness, economic awareness, occupational awareness, and sense of life calling. To what extent do you think your work matters to God?

## Course Schedule

Sept.	10	Review of Syllabus; Life Calling
	12	Lab: Explore Career Cruising website; get LinkedIn
	17	Brooks Chapter 1: A butterfly flaps its wings and you find a job; <b>Reading Reflection Due;</b> Elevations: Section 1

	19	<i>Lab: Review and evaluation of values and skills; make connections on LinkedIn</i>
	24	Brooks Chapter 2: Connecting the dots; <b>Wanderings Map Due</b> ; Elevations: Section 2
	26	<i>Lab: Explore top 10 career of interest using Career Cruising and other resources</i>
Oct.	1	Brooks Chapter 3: Key mindsets; <b>Reading Reflection Due</b> ; Elevations: Section 3
	3	<i>Lab: Read about personality themes; complete the Elevations Matrix and develop career goal</i>
	8	Thanksgiving Day (No Class)
	10	<i>Lab: Identify and explore your network; Complete Section 3 of Elevations</i>
	15	Brooks Chp. 4: Wandering beyond majors and minors; <b>Reading Reflection Due</b> ; Industry Research Brooks Chp. 5: Why settle for one career when you can have ten? <b>Possible Lives Map Due</b>
	17	<i>Lab: Review Elevations career goal and modify as needed</i>
	22	Brooks Chapter 6: Even wanderers make plans; Career Planning and Job Market Trends <b>Integrated Elevations Action Plan Due</b>
	24	<i>Lab: Complete connections on LinkedIn</i>
	29	Brooks Chapter 7: Paging Dr. Frankenstein; Networking and the Job Search (Kuehl)
	31	<i>Lab: Work on resume using SSC resources (i.e. Walk-In Wednesdays 1-4pm)</i>
Nov.	5	Brooks Chapters 8 & 9: My Job as a Krackel Bar & Channeling Jane Austen; Resumes and Cover Letters; (Kuehl) <b>LinkedIn Assignment Due</b>
	7	<i>Lab: Work on cover letter using SSC resources (i.e. Walk-In Wednesdays 1-4pm)</i>
	12	Reading Break (No Class)
	14	<i>Lab: Generate list of interview questions and possible responses for prospects</i>
	19	Brooks Chapter 10: Wandering into the workplace; Interviewing (Kuehl) <b>Resume &amp; Cover Letter Due</b>
	21	<i>Lab: Complete selected readings for final project</i>
	26	Brooks Chapter 11: Wandering After Graduation; Professional Development; <b>Interview Completion Due</b>
	28	<i>Lab: Complete Final Project</i>
Dec.	3	<b>Final Project Due - Presentation and Paper</b>

### Grading

- Assignments will be evaluated on a **pass/fail** basis. Students will not receive a letter grade on their transcript, but will be given a **P or F** rating based on the following:

<input type="checkbox"/> Attendance / Participation	<input type="checkbox"/> Reflection paper – Ch. 3
<input type="checkbox"/> Reflection paper – Ch. 1	<input type="checkbox"/> Reflection paper – Ch. 4
<input type="checkbox"/> Wanderings Map – Ch. 2	<input type="checkbox"/> Possible Lives Map – Ch. 5

- Integrated Elevations Action Plan
- LinkedIn Profile
- Resume

- Cover Letter
- Practice Interview
- Final Project

- Students wishing to take this course for credit will have to pay the appropriate fee for a 1-semester hour course. Students wishing to audit the course will be charged \$222.00.

### **Students with Disabilities**

While every effort is made to accommodate special needs, unless students register with the Equity of Access Office at the beginning of each semester and identify themselves to the instructor of the course *within the first two weeks of the semester*, the instructor is not obliged to make concessions on either the nature of required assignments or the due dates thereof.

### **Campus Closure**

In the event of deteriorating weather conditions overnight or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the radio stations CKNW (980 AM), CKWX (1130 AM), STAR FM (107.1 FM), PRAISE (106.5 FM) and KARI (550 AM) by 6:00 a.m., and an announcement will be placed on the University's campus closure notification message box (604-513-2147) and website (<http://www.twu.ca/conditions/>). The first announcement regarding a closure will cover the period up to 10:00 a.m. only. The next update will occur by 10:00 a.m. and cover the period until 3:00 p.m. Students and faculty should assume that all night classes will continue to operate. If the emergency continues into the evening, students and faculty may check for a closure notice on the University's campus closure notification message box and website after 3:00 p.m. that day.

### **Emergency Exits**

For your information, please make note of classroom exits and how to exit the building in case of an emergency.