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**COUN 1000**

Career Orientation & Exploration

Haley 2461

**Fall 2015**

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**Department of Special Education, Rehabilitation,**

**and Counseling**

**(SERC)**

**College of Education**

**Instructor**

HAIDI SONG, MA

HZS0051@auburn.edu

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Office Hours

**Tuesdays, 1:00-2:00 PM**

**Location: Haley Center**

**Room 2060**



**AUBURN UNIVERSITY**

**SYLLABUS**

Course Number: COUN 1000

Course Title: Career Orientation & Exploration

Prerequisites: None

Credit Hours: 2 semester hours credits/Graded

Class Meeting Times: Mondays & Wednesdays 10:00-10:50 AM, 11:00-11:50 AM

Class Location: Haley 2461

Instructor: Haidi Song, MA

Office: Haley 2060

Office Hours: Tuesdays, 1:00-2:00 PM and by appointment

E-mail: hzs0051@auburn.edu

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| *The course syllabus is a general plan for the course.**Deviations may be necessary and will be communicated to the class in a timely manner.* |

**COURSE DESCRIPTION**:

This course offers an opportunity for receiving information and acquiring the skills necessary for academic and career planning. Processes of self-assessment and self-exploration are critical components of this course that contribute to your making educated academic and career decisions. In addition to traditional classroom activities, the content is presented in an experiential manner through interactive discussions, individual projects, and contact with campus resources.

## OBJECTIVES:

1. Students will explore interests, values, and personality in relation to academic and life planning.
2. Students will research a selected major and related career.
3. Students will increase their knowledge of the skills and experiences that are attractive to future employers.
4. Students will learn to utilize websites and other resources to begin making educated career choices.

**ASSIGNMENTS & READINGS:**

-To make this class meaningful and useful, you must keep up with the readings and assignments as outlined in this syllabus. You will get out of this course exactly what you put into it; i.e., if you endeavor to learn about yourself, your unique interests and strengths, and the myriad opportunities available to you as a student or student-athlete at Auburn, you will be on track toward a successful academic career. The readings and assignments are designed intentionally to help you along that path; they are not designed to be “busy work.”

-Please note that pop quizzes may be given on assigned reading material if I feel the class is not keeping up with the reading and/or is not participating during class.Unannounced checks on the completion of assignments may be performed during the semester as well.

-There will be additional material included in the lectures and PowerPoints that is not from your assigned textbook. You will be responsible for this supplemental information.

-Please also note that you will need to complete the readings and assignments before you come to class. Also, you will need to have assignments linked to Canvas before class starts the days they are due.

**PLEASE COMPLETE YOUR WRITTEN ASSIGNMENTS IN WORD FORMAT ONLY. IF I CANNOT OPEN YOUR ASSIGNMENTS BECAUSE YOUR DOCUMENT WAS COMPLETED IN GOOGLE DOCS OR IN A MAC FORMAT, YOU WILL NOT RECEIVE CREDIT FOR YOUR WORK.**

**TEXTBOOKS:**

1. Getting From College to Career: 90 Things to do Before You Join the Real World, Revised Edition, by Lindsey Pollak.

**Supplementary Reading**:

 Bound-For-Career Guidebook: A Student Guide to Career Exploration, Decision Making, and the Job Search, by Frank Burtnett.

**ASSESSMENTS**:

Each student will be required to complete 2 personal and career assessments during this course. These assessments are designed to foster insight into the career options that best match your unique interests and personality traits.

**COURSE POLICIES:**

1. Students are expected to attend all classes and to arrive on time (unless pre-approved by instructor}. Attendance is vital to your success in this class; therefore,absences will be reflected in the participation portion of your grade. Each class missed will result in 3 points deducted from your grade.
2. Policies regarding excused absences (as per the criteria listed in the *AU Tiger Cub*) are as follows:
	1. If possible, students must notify instructor prior to absence and make arrangements to get assignments and/or projects due.
	2. Students must provide instructor with a written excused absence *within one week* after students have returned to class.
3. **All electronic devices including, but not limited to, cell phones, Ipod, mp3 players, IPad, laptop and tablets *must* be turned off before class starts. Please do not use any of these devices during class! There will be times when you will be allowed to use your laptops, but other than those days, points will be deducted from your grade if I see you using any of the above devices.**
4. Incomplete grades will be considered only for excused (Doctor’s excuse) medical reasons.
5. Written reports will be submitted to the instructor typed (size 12 font) and double-spaced via **Canvas**. All reading and assignments are due prior to the beginning of class as outlined on canvas.
6. Late assignments will NOT be accepted.
7. **Students are responsible for initiating arrangements for missed work.**
8. **Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
9. **Honesty Code:** Auburn University expects students to pursue their academic work with honesty and integrity. Students are bound by the policies outlined in the Student Policy e-Handbook. You should become familiar with them if you are not already. They may be found here: [www.auburn.edu/studentpolicies](https://sn2prd0202.outlook.com/owa/redir.aspx?C=V5-5lfN_aUGOpxaYu9zxApfCOnZpCs8IwxHZ5CXw6SmVmISsC4PxOSZAIh7nY6_nrKbaVscmGow.&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies" \t "_blank)
10. **Professionalism:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behavior as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
	1. Engage in responsible and ethical professional practices.
	2. Contribute to collaborative learning communities.
	3. Demonstrate a commitment to diversity.
	4. Model and nurture intellectual vitality.

1. At any time throughout this class, if you would like to meet with me about your career plans or issues/difficulties you are having regarding your career decision-making or job search, please feel free to visit me during my office hours or set up an individual appointment. Appointments to see the instructor may be made by e-mail.
2. **Participation:** You are expected to participate in class and contribute to group discussions. Failure to do so will result in points deducted from this portion of your grade.

**Class Calendar: Topics and Assignments**

*Because guest speakers will be invited into class periodically, the schedule below may necessarily change in accordance with the respective speaker’s availability. You will be given an updated calendar as necessary.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topic** | **Activities/Assignments** | **Assignment/****Readings Due** |
| **8/17** | **Class Introduction**  | Review Syllabus, Self-Assessment & Personality |  |
| **8/19** | **Self-Assessment & Career Development**  | Learn about self-assessments and stages of career development | **Chapter 1 in Getting from College to Career** |
| **8/24** | **Issues in the Working World Today** | Discuss topics in today’s working world  | **Working World Today Article Due** |
| **8/26** | **Personality & Interests**  | Assessing your personality and interests;**Holland** | **Journal #1 Due**  |
| **8/31** | **Personality & Career Choices**  | How personality impacts career choices**Holland** |  |
| **9/2** | **Values & Qualities** | How do your values and qualities impact your career development | **Journal #2 Due** |
| **9/7** | **Labor Day** | **No Class** |  |
| **9/9** | **Values, Career Decision & Satisfaction** | Values and career satisfaction | **Journal #3 Due****Chapter 3 in Getting From College to Career** |
| **9/14** | **Skills & Interests**  | Assessing your skills and interests |  |
| **9/16** | **Exploring & Analyzing Your World** | Exploring and analyzing the world around you. |  |
| **9/21** | **What does Auburn have?**  | Exploration of majors offered at Auburn; Explore the Career Center’s website and review the link of “What Can I Do With A Major In” |  |
| **9/23** | **Exploring & Researching Careers** | Using Occupational Outlook Handbook and ONET to learn about careers  | **Complete the Type Focus & Strong Interest assessments** |
| **9/28** | **Giving Yourself An Edge** | Resume Tips**Guest Speaker****SII Results Interpretation**  | **Journal #4 Due** |
| **9/30** | **Major & Career Exploration: Strong Interpretation** | **Guest Speaker: Career Center** **TypeFocus Results Interpretation**  |  |
| **10/5** | **Major & Career Exploration: Type Focus** | Using assessment information to explore majors and careers; complete Assessment Exploration Activity | **Journal #5 Due****Read the summaries on Type & Strong assessments & bring to class** |
| **10/7** | **Networking & Personal Brand** | Networking in person, online, through the media and how to develop a personal brandResume Tips | **Self-Assessment Worksheet Due****Chapters 2 & 4 in Getting from College to Career** |
| **10/12** | **Preparing a Resume** | Building a Resume; Start developing resume in class | **Chapter 7 in Getting from College to Career** |
| **10/14** | **Interviewing Successfully** | Interviewing skill development; Interview Practice Activity in pairs and groups | **Academic Research Paper Due****Chapter 9 in Getting from College to Career** |
| **10/19** | **Practice Interviews** | Continue interview practice activity in pairs and groups | **Journal #6 Due** |
| **10/21** |  | **Guest Speaker** **Landing An Internship** | **Resume Rough Draft Due** |
| **10/26**  | **Presentation** | **Guest Speaker** **Successful Networking**  | **Journal #7 Due** |
| **10/28** |  | **NO CLASS: LIBRARY DAY on this day****Work on Group Projects**  |  |
| **11/2** | **What Does the Future Hold For Me** | Career Planning & Long Term Career Goals | **Mock Interview Worksheet Due** |
| **11/4** | **Workforce Development**  | Understanding Others in Career, Teamwork & Communication | **Journal #8 Due** |
| **11/9** | **Workforce Development**  | Handling Conflict & Becoming a Positive Leader |  |
| **11/11** | **The Social Network** | Movie Day | **Chapter 8 in Getting from College to Career** |
| **11/16** | **Class Discussion** | Complete movie and class discussion related to the movie; Work on Group Projects |  |
| **11/18** | **Career Research Presentations**  | Group Presentation;Work on Group Projects  | **5 Year Plan Due** |
| **11/23** | **Thanksgiving**  | No Class |  |
| **11/30** | **Career Research Presentations**  | Group Presentation;Work on Group Projects  |  |
| **12/4** | **Career Research presentations** | **Last day of class** | **Final Resume Due** |

**ASSIGNMENTS:**

1. **Working World Today Article**

Locate any article (newspaper, magazine, journal, online) pertaining to the world of work today. You are encouraged to locate an article pertaining to your area of interest within the working world.

You are to read, print and bring the article to class to discuss:

* 1. Key Factual information contained within the article
	2. The implications of that information for future employees

***Please submit the link to your article on Canvas, prior to coming to class.***

1. **Academic Research Paper**

You are to **research an academic major** at Auburn University. This may be a major of your choice that you are interested in, and does NOT necessarily have to be the major you have currently declared.

For this assignment, you must **interview an advisor** from the department that you are researching. As mentioned in class, if you pick biology as the major to research, you must pick an advisor from the biology department- NOT an advisor from the English department, etc. Failure to pick an advisor from the department you are researching will create a zero for the assignment.

You can interview your own academic counselor/advisor, but you cannot interview your coach, a family member, or friend. Please schedule your appointment with the advisor ASAP so you can get an appointment during this busy time of year. Waiting until the last minute and not being able to schedule an appointment with an advisor is not an excuse. If you wait until a week before the assignment is due to schedule the appointment, most likely you will not be able to schedule an appointment. Therefore, if you are not able to obtain an appointment for whatever reason, you will not be able to complete the paper and will receive zero credit for the assignment.

If you only use information from Auburn (the advisor, auburn.edu, career center materials, information pamphlets regarding classes for certain majors, etc.), you do NOT need to cite. However, if you are using other sources, such as other websites, please provide the hyperlink in parentheses next to that information so I know where you got the information. However, you do NOT need to do a works cited page.

I will NOT count off for grammar and sentence structure, UNLESS these types of issues are numerous throughout your paper.

You can single space or double space your paper. Just make sure that if you choose to single space your paper, make sure you reach the page requirements. An easy fix to knowing if you met the requirements is to double space your paper and then change the format back to single space. Feel free to organize your paper with or without the three section headings, and whichever format you choose to organize your paper, please make sure everything is well organized.

Your paper will consist of 3 sections.

Section 1 Curriculum Research: **At least 1 page, double spaced**

1. What is the major?
2. What types of courses will you need to take?
3. Gen Ed classes
4. Classes pertaining to major
5. How many electives
6. Is there a minimum GPA requirement to be admitted or retained in the major/college?
7. Will you have to complete an internship or co-op?
8. What careers directly relate to this major?
9. Will you need to obtain a graduate degree for entry into the job market?
10. Don’t just answer yes or no. Tell me if you NEED a graduate degree, and if not, are there graduate degrees available even if you do not need a graduate degree to enter the job market. (Most majors have graduate degrees available.)
11. If yes, which type of graduate degree(s) regarding the area of study sound the most interesting? Do you want to obtain a graduate degree? Why or why not?

Section 2 Academic Advisor Interview: **At least 1 page, double spaced**

1. Begin with a brief description of the person you interviewed
2. Name,
3. Position in the department
4. Other interesting facts)
	1. Does the person teach, perform research, or sit on a university or community board? You can be creative here, but make sure the questions are relevant per say.
5. What did you learn from the interview?
6. Ask:
7. What do you wish you had known about your career at my age?
8. What advice do you have for me as a freshman/sophomore/junior/ senior starting out?

Section 3 Your Reflection: **At least 2 pages, double spaced**

1. Describe why you are/were interested in this major?
2. What did you learn about the curriculum that surprised you?
3. Do the courses interest you? Why or why not?
4. How do you feel the interview went? For example: Was the interview too long/short? Were you nervous and/or anxious? What was the most difficult (if any) aspect of the interview? Did the advisor seem interested in answering your questions? (You do not have to answer all of these questions- this is just an idea of what you can write about here.)
5. Are you still interested in this major/field? Why or why not?
6. **Mock Interview Worksheet**

1) The Interview Worksheet will be posted on Canvas.

2) *There will be an alternate Interview Worksheet that includes bonus points. In order to earn bonus points, you must complete the entire worksheet using well-developed responses.* Please submit either the interview or alternative interview worksheet on canvas.

3) Find a partner and practice mock interviews by using The Interview Worksheet. Recall your answers and complete your Worksheet by writing down you have answered during mock interviews.

1. **Resume**

You are to develop a working resume.

Your resume should include the following information:

* + 1. Contact Information
		2. Objective Statement
		3. Education
		4. Experience
		5. Skills
		6. References

You may receive assistance with this assignment by making an appointment in the Learning Resource Center, or emailing your resume to: eresume@auburn.edu

1. **5 Year Plan**
	1. You are to create and develop a plan for yourself for the next 5 years. You may format this paper however you would like, just make sure to include all of the required information and explain your statements. **Do NOT just answer a question yes or no.** In other words, justify the purpose of your goal and how you feel it will assist you in the future. Goals should be realistic, measurable, and achievable. If you are not sure what this means, make sure to ask me. The goals should also challenge you. The trick is to set the bar high enough to stretch you, but not so high that you think it will be impossible to reach. **You need to use SPECIFIC examples in your paper.**
	2. Your plan
		1. Employment/Volunteer aspirations
		2. Educational aspirations

Plan of Study

Expected Graduation date

* + 1. Possibility of graduate school *(where are you considering attending & what would you like to study)*
		2. Financial aspirations
		3. Personal aspirations *(family, goals)*
		4. Personal relationships *(friends, dating, how will you choose these individuals, what values do you want them to have)*
		5. Do you plan to do any community service?
		6. How you will attain your goals?
		7. How your goals may assist you in being more successful in the future?
		8. How your values and interests play into your plan?
		9. A brief backup plan if things do not go the way you expect. Use specific examples.
1. **Reflective Journal**
	1. This is an on-going assignment throughout the semester where you are to reflect on what you are learning about yourself, career goals & aspirations and the working world. You are to pick 8 of the listed topics below to write about.
	2. Depending on the topic, you will need to write at least a one-page response, 1 inch margins, and 12 size font. Failure to follow these directions will result in a grade reduction. You may format this assignment how you want.
	3. Please submit your updated journal on designated days via Canvas.
	4. Topics:
		1. What are you most afraid of in the future regarding your career? Why? How can this fear or fears be eliminated?
		2. Tell me what you like the most and what you like the least about your major and why. You could comment on the classes, the career outlook, etc. If you have not declared a major yet, tell me that you like the most and the least about your classes. For example, you could mention what subject you like the most and the least and why. (What you write will remain confidential.)
		3. Tell me what your leadership style is and explain why you think this specific leadership style fits you in a one page response. You can find leadership styles on Google. You can pick one of the 5 leadership styles that are mentioned throughout the web, or pick one of the 8 we went over in class (listed here: <http://www.asaecenter.org/Resources/ANowDetail.cfm?ItemNumber=241962>)
		4. Tell me the risks you are willing to take and those you are not willing to take regarding your career. Also tell me why and why not in a one page response.
		5. Advice From Others

Ask at least 3 people (1 must be your academic counselor, the other 2 are your selection) the following questions and then reflect upon their answers:

* + - 1. What do you wish you had known about your career when you were my age?
			2. What is the most useful information you learned? Can/will you apply this to your future?
		1. A Look Into the Crystal Ball

Answer and reflect on the following questions

* + - * 1. In the best of scenarios, what do you see as the perfect career for yourself?
				2. What is it about the career that is most appealing to you?
				3. Do you believe your ideal career to be a realistic choice?
				4. What short-term educational goals should you set now to point you toward the achievement of your dream career?
		1. Money vs. Happiness

Which is more important to you? Which would you rather have if you could only one & why?

* + 1. Heroes

Identify at least 3 Career heroes - list people whose careers you admire or are intrigued by in some way (can be someone you know/don’t know, family, famous,

List at least 2 reasons why you listed each person. In 2 or 3 sentences describe their careers.

* + 1. Work Philosophy

What does work mean to you?

Is it a way of giving back? Self-expression? Achievement?

What do you believe about work?

What is your attitude towards working?

Do you live to work or do you work to live?

Should you do what you like or love…or does it even matter?

* + 1. Guest Speaker

What did you learn about yourself while listening to the speaker?

What did you learn that you can apply to your life?

What did you learn that you can apply to your future?

Has this had an impact on a potential career choice?

Do you think this is a relevant speaker for future classes?

* + 1. Interview Stream Reflection

Complete the online Interview Stream activity on the Career Center’s website.

Send the link or confirmation to the instructor

Watch your interview and reflect.

How long did it take to complete?

Describe how it felt watching yourself.

What areas do you need to work on?

* + 1. Networking In the Field (Professor)

Schedule a time to meet with one of your current professors or with your favorite professor at Auburn. Ask questions about their career, interests and advice for you.

* + - * 1. What do you wish you had known about your career when you were my age?
				2. What is the most useful information you learned? Can/will you apply this to your future?
		1. Networking In the Field (Field You Are Interested In or Researching)

Schedule a time to interview an individual working in the field you are interested in or planning to present on. Ask questions about their career, interests and advice for you. Give them your elevator speech and ask for feedback.

* + - * 1. What do you wish you had known about your career when you were my age?
				2. What is the most useful information you learned? Can/will you apply this to your future?
		1. Movie Reflection

After watching the video in class, what do you think of the professional world depicted? Do you have a financial plan? Who are the people you trust to handle your money? Describe how you plan to handle your future salary.

* + 1. Financial Article Reflection

You are to reflect on at least 3 of the articles discussed in class. What did you learn from the articles? What did you like about the articles? What do you not like about the articles?

1. **Life Skills Seminars**

Attend a minimum of 3 Life-Skills seminars throughout the semester. In order to receive credit, you must sign-in when arriving at the seminar and stay for the entire time, participate and be respectful to the presenter.

If you will be unable to attend these seminars because of a valid excuse (practice, conflict with another class) you must discuss this with the professor **within the first 2 weeks of class**. Failure to do so may result in zero points for this assignment.

1. **Career Project**

You are to research 3 careers of interest to you. No more than 2 of the careers should be in the same field. You must use at least 2 different sources of information when gathering your information. **At least one source must be from the Occupation Outlook Handbook: http://www.bls.gov/oco/**. You may also interview a professional from each career that you are researching as an additional source.

**(Please** **note:** This assignment is directly related to your final presentation. For your presentation you will present 1 of the careers that you have researched.)

For each of the 3 careers make sure to include:

* + 1. General Information about the career
		2. Significant points or facts about the career
		3. Nature of the work, what someone does in this field
		4. Working Conditions
		5. Earnings
		6. Advancement Opportunities
		7. List the skills, background, training and education needed
		8. Job Outlook: is it growing? Stable?
		9. Related occupations
		10. Benefits or advantages to that line of work
		11. In 2020, describe the kind of earnings you could expect to make starting out, as well as the overall average salary.
		12. Include other facts that you found interesting anything in your research that surprised you or inspired you to do further research).
		13. If you conducted an informational interview with a professional in the field: Describe the person you interviewed and some key points you learned through the interview.
		14. Discuss why you chose this field. Are you still interested in it after learning more about it?
		15. Does this career satisfy your work values? (from in class activities)
1. **Final Presentation (The below is also on Canvas in “Group Presentation Folder”)**

Each person must participate in the group presentation assignment and complete a peer rating form that’s located on Canvas

1. Each group needs to answer **ALL** of the questions regarding the scenario assigned, labeled under “Discuss the following” for each scenario.
	1. You **MUST** give **specific examples** of why you are making certain decisions, communicating certain things, etc.
		1. For example, why are you talking to certain individuals? Why are you communicating what you are communicating?
	2. How will you put a decision in place when resolving the issue(s), how will you maintain such actions/resolutions, etc.?
2. There is typically not just one issue being presented in each scenario, so please keep that in mind.
3. Think about who is and might be affected by the scenario, who might be involved- directly or indirectly.
4. You might need to do some research to see what is considered harassment, legal, illegal, ethical, etc.
5. Make sure to cite your sources. These can be from Auburn.edu (Auburn has definition/policy for harassment, etc.), or from other sources. **You need to use at least one source**.
6. As a group, you need to have a **PowerPoint presentation** (or Prezi).
	1. Feel free to be creative. You can also perform role plays, etc.
	2. Your presentation needs to be AT LEAST 5 minutes and no longer than 6 minutes.
	3. **Each person in the group needs to present**

On Canvas you will find helpful tips on how to resolve conflicts and what to keep in mind

**Group Presentation Scenarios:**

**Group 1:**

Cheryl is an Administrative Assistant in a large academic department. Her supervisor, Tom, the Assistant to the Department Head, gave her a document to complete at 4:30 p.m. Cheryl normally leaves work at 5:00 p.m. The next morning she discovered that she had forgotten to include a key paragraph in the document. Her supervisor, Tom, stands in front of her desk and proclaims loudly, “How could you be so stupid? Don’t you have any sense? Don’t you read the work you are doing? Why are you so slow?” Cheryl is visibly upset and seems embarrassed because everyone in the office observed this interaction.

**Discuss the following:**

1) What are the circumstances? What are the issues?

2) Is this harassment/discrimination? Why or why not?

3) Should anything be done? What should be done? And by which individual(s)?

4) Should this behavior be reported? How should the matter be addressed?

**Group 2:**

As the HR employee, you are responsible for employee training at a company in the US. Recently, following a company-wide training session, it became obvious that a number of employees did not understand much of the training. You realize that the employees are struggling with company correspondence and other documents written in jargon or obscure language. This makes it especially difficult for non-native speakers of English to comply with written instructions and company policy, and you suspect that many documents are written at a level that even native speakers do not fully comprehend. This scenario may require services never offered before, and the company’s not sure where to begin. You talk with the manager of the non-English speaking employees and he gets very angry and tells you that anyone living in the US should know English or go back where they came from.  What should the HR employee do at this point?

**Discuss the following:**

1) What are the circumstances? What are the issues?

2) Is this harassment/discrimination? Why or why not?

3) Should anything be done? What should be done? And by which individual(s)?

4) Should this behavior be reported? How should the matter be addressed?

**Group 3:**

You serve on the staff of the local workforce development board. Recently you received a call from a high tech manufacturing company that is hiring increasing numbers of entry-level employees with limited English language skills. Some are turned away during the hiring process because they cannot pass a test administered by the company. Those doing the hiring recognize that many of these individuals possess skills needed by the industry (dexterity, keen attention to detail, a strong work ethic). Others pass the test, but it soon becomes evident that limited English proficiency is a barrier to their successful and continued employment. Management also recognizes that some of its employees do not understand the culture of the workplace and the company’s employment-related expectations.  Middle management has suggested that offering English language classes on site would be an excellent investment of time and money, with an immediate impact on employees, the production line, and quality control. Middle management has received approval to establish an onsite ESL class for a new group of employees. They must participate in the onsite classes and improve their English language skills in order to remain employed after an initial probationary period.

**Discuss the following:**

1) What are the circumstances? What are the issues?

2) Is this harassment/discrimination? Why or why not?

3) What should be done? And by which individual(s)?

4) How should the matter be addressed?

**Group 4:**

Manager Linda has been putting off this performance discussion with Jack, her direct report, because she thinks Jack is too agreeable – he seems to waffle on decisions and won’t justify his actions. She knows this meeting will take too much time and not enough will be accomplished.
Jack, too, is dreading this meeting. Linda is impatient and interrupts or cuts him off before he can fully explain himself. Then he gets flustered and feels uncomfortable. He wishes she would tell him what she wants done and how she wants it done. The more frustrated Linda gets, the faster and louder she talks. The more stressed Jack gets, the quieter he gets. Linda perceives Jack as being weak, which causes her to become more argumentative. Jack translates this into her being intimidating, and he reacts by withdrawing more.

**Discuss the following:**

1) What are the circumstances? What are the issues?

2) Is this harassment/discrimination? Why or why not?

3) Should anything be done? What should be done? And by which individual(s)?

4) Should this behavior be reported? How should the matter be addressed?

**Group 5:**

Your work group is composed of two women and five men. The two women have brought up a problem to the group: They feel that the men are dominating the group process and, more importantly, the decision making. Three of the five men tell you privately that the women are “taking advantage of being women” to gain power and one even confides in you that he considers the women “bitches.” You know that the women are right, based on what the men are communicating, and that they are following ethical group process by bringing up the issue to the group, rather than running to the boss. You feel, however, that you might jeopardize your own reputation (and future with the company) by supporting them, especially since the corporation is dominated by men. One of the men in the group appears to be neutral, as far as you can tell.

**Discuss the following:**

1) What are the circumstances? What are the issues?

2) Is this harassment/discrimination? Why or why not?

3) Should anything be done? What should be done? And by which individual(s)?

4) Should this behavior be reported? How should the matter be addressed?

**Group 6:**

Two employees, male and female, are not getting along, for they constantly bicker openly in the office with loud shouting and choice words and at one time almost came to hitting each other. The overall environment is that everyone walks around on eggshells when these two are present.
An important client received complaints from office personnel about the interaction between the two employees, and notifies you, the supervisor. The client feels both employees are valuable and does not want to lose either of them, but realizes that together they make the office environment tense. The client would like the issues to be resolved so that no employee is lost and the overall environment is enjoyable.

**Discuss the following:**

1) What are the circumstances? What are the issues?

2) Is this harassment/discrimination? Why or why not?

3) Should anything be done? What should be done? And by which individual(s)?

4) Should this behavior be reported? How should the matter be addressed?

1. **Class Participation/Quizzes**

This course marks the beginning of your career development. Therefore, it is expected that everyone participate in class discussions and activities.

**GRADING**

|  |  |  |
| --- | --- | --- |
| **Assignments** | **Maximum Points** | **Earned Points** |
| Working World Today Article | 30 |  |
| Reflection Journal  | 50 |  |
| Academic Research Paper | 40 |  |
| Interview Worksheet | 35 |  |
| Resume Rough Draft (15) and Final Draft (35) | 50 |  |
| 5 Year Plan | 35 |  |
| Career Project | 60 |  |
|  |  |  |
| In-Class Participation/Assignments | 60 |  |
| Final Presentation | 35 |  |

 Peer Rating Form 5

**Total: 400 Sub-total: \_\_\_\_\_\_\_**

**Bonus Points Earn + \_\_\_\_\_\_\_**

**Final Points:\_\_\_\_\_\_\_**

**Final Grade:­­­\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| You may earn bonus points (5) for every Life Skills Workshop (beyond the required 3). | **Grading Scale:**A: 360-400B: 320-359C: 280-319D: 240-279 F: 239 and below |