



## Career Readiness Resources

### **Career Strategies: Internship and Job Mapping**

Courtesy of Ohio University

**CAS 2130X—Career Strategies: Internship and Job Mapping**  
**College of Arts & Sciences, Spring Semester 2015**

**Meetings Day:** Wednesday

**Course Number:** 12871

**Credit Hours:** 2

**Time:** 9:40am-11:40am

**Location:** BUC 366, AJC Leadership Center

**Instructor:**

**Email:**

**Phone:** (740) 593-2909

**Office:** 533 Baker University Center

**Office Hours:** By Appointment

**COURSE DESCRIPTION**

Career Strategies: Internship and Job Mapping will equip students with the tools necessary to plot their goals for gaining experience prior to graduation and begin taking action on short and long term career goals. This course is designed to promote self-reflection, assist students in developing a strategy to gain professional experience, and facilitate the creation of a professional portfolio including formal employment documents and a professional development plan for completing an internship in their field of interest during summer 2015. Students will complete this course with a clear understanding of internship searching resources, knowledge of how to prepare an effective set of application documents for an internship, and how to be a professional team member once they participate in their internship.

**LEARNING OUTCOMES**

*Upon completion of this course, you will know and be able to:*

- ✓ Identify and gain an understanding of your interests, skills, values, motivations, personality, and how these relate and influence career decision-making
- ✓ Analyze marketable skills gained from a liberal arts degree from the College of Arts & Sciences
- ✓ Identify internship possibilities through research, experimental activities, and networking
- ✓ Utilize LinkedIn to build an intentional network of professional contacts in field(s) of interest
- ✓ Utilize Bobcat CareerLink to post a professional resume, cover letter, and reference sheet
- ✓ Analyze an internship/job description and tailor application materials to the needs of the organization
- ✓ Demonstrate the skills necessary to make informed career decisions
- ✓ Identify resources to explore graduate/professional school in academic area(s) of interest
- ✓ Describe the steps of a job application process from finding a posting to negotiating salary
- ✓ Demonstrate interviewing skills knowledge and ability related to career area of interest
- ✓ Describe opportunities available on campus and off campus to gain experience related to career(s) of interest

**COURSE MATERIALS**

You will purchase access to the True Colors Personal Success Seminar and the Strengths Assessment as part of this course. True Colors has a cost of \$11 that covers the cost of the workshop materials and the facilitator. Strengths costs \$9.99 to purchase an access code for the assessment and a detailed report of your "Top 5 Strengths". Information will be provided once the course begins about when, where, and how to pay for these two elements. **You must pay for each assessment before the assignment is due or you will not receive any credit for the assignment.** All other course materials will be provided through BlackBoard or in class at no cost. BlackBoard use is essential for completing assignments in this class. Contact your instructor immediately if you have any questions about BlackBoard.

**ACADEMIC INTEGRITY**

Academic integrity and honesty are basic values of Ohio University. Students are expected to follow standards of academic integrity and honesty. Academic misconduct is a violation of the Ohio University Student Code of Conduct and subject to a maximum sanction of disciplinary suspension or expulsion as well as a grade penalty in the course. Please refer to the Student Handbook for a discussion of the penalties for plagiarism, cheating, and other forms of academic misconduct. Such information may be found at: <http://www.ohiou.edu/studentaffairs/handbook/hbook2.htm>

**COURSE POLICIES**

**Participation:**

This course is highly interactive in nature and students are expected to be at every class. You are expected to actively participate by joining discussions and asking relevant questions. Participation points make up a large portion of your final grade; engage in the conversations during class, we all will benefit from your participation. Points will be distributed for each class period based on level of participation and appropriate completion of activities.

Course Attendance:

Attendance in this class, just like in a job, is **mandatory**. You will complete many assignments and activities during class time. You are expected to be in class at the start of the class and remain until the end of class. Leaving class early (without prior permission from the instructor) is unacceptable and will be documented as an absence. Participation points will be deducted for any absences. If you must miss class due to an authorized University activity such as an athletic competition or academic club trip, you must provide written notification prior to class. Students are responsible for turning in any missed assignments by the due date. Absences due to illness will be excused only if a doctor's note is provided immediately following the absence. Students should also contact the instructor prior to the absence, if circumstances allow.

Late Work:

Late work is not acceptable except in cases of documented personal emergencies. Credit will not be given for late assignments. **If you have completed your assignment, but need to miss class, make arrangements with the instructor to turn in the assignment ahead of time.**

Technology:

A laptop or tablet is needed for several class meetings. **Bring one to class with you each day**, if you have your own. A very limited number of computers will be available only for students who do not have their own to bring to class.

**ACCESSIBILITY**

If you need an accommodation based on a disability or accessibility need contact your instructor privately to discuss your specific needs. If you are not yet registered as a student with a disability, please contact Student Accessibility Services at 740-593-2620 or visit their office in 348 Baker University Center. You can learn more on their website at <http://www.ohio.edu/disabilities>.

**ASSIGNMENTS**

Assignments will be completed in a variety of ways during this course. Some papers or projects will be completed partially or completely in class—others will be completed completely outside of class. Details for completion are listed with each assignment. **All assignments should be printed and submitted to the instructor at the beginning of class on the assignment due date unless otherwise noted.** All papers should be double spaced, 12 point font, with one inch margins. See individual assignment descriptions for page length.

**Career Development Reflection Paper (20 Points)**

Decision-making and planning are key parts of individual career development. In two-three page scholarly written paper, analyze all of the key factors that have influenced your career and/or major decision-making process. A successful paper will explore each of the key factors in depth beyond simply stating the factor. While this paper should be written in the first-person, it is to be written formally: do not use slang, contractions, or any other colloquial forms of writing. This paper will be completed outside of class time. Points to include:

1. How do you identify "where you are" within your career development process?
2. What factors have influenced your career and/or major path, thus far?
3. What is your role as an active part of your career decision-making process?
4. How do you see your career development process evolving over your lifetime?
5. What steps will you take next semester and the coming years to move forward in your process?

**True Colors Reflection Paper (20 Points)**

Following the in-class True Colors workshop, write a two-three page reflection addressing each of the following prompts:

1. Identify and describe your True Colors color spectrum.
2. What did True Colors confirm for you that you already knew about your preferences?
3. What did you learn about yourself as a result of the workshop?
4. What did you learn about other personality types that will help you in group settings (e.g. work, school)?

**Mock Interview Reflection Paper and Rubric (40 Points)**

This assignment gives you an opportunity to practice employment interview skills through an in-person interview with a peer interviewer in the Career & Leadership Development Center. The mock interview will consist of ten questions. To schedule your mock interview, submit your request to arrange an interview

AT LEAST two weeks prior to your desired interview date. Request your interview time slots here:

<http://www.ohio.edu/careerandleadership/students-alumni/job-search/interviewing.cfm>

You will schedule a 30-minute mock interview prior to the due date for this assignment. Professional/Business Professional dress is required for a mock interview. Bring the completed rubric/evaluation from the mock interview to class on April 1st for credit for this mock interview. In addition to bringing the mock interview rubric to class, you will submit a reflection in class. The Mock Interview Reflection should be two-three pages and address the following points:

1. How did the mock interview impact your sense of preparedness for future interviews?
2. How effective was your preparation for the mock interview?
3. What area of your interviewing skills do you still want to improve following the mock interview?
4. What was the most helpful feedback you gained from the person conducting the interview?

Grading Breakdown: Mock Interview Completion/Rubric (20 points), Reflection Paper (20 Points)

**Spring Career & Internship Fair Reflection (50 points)**

Attend the Spring Career & Internship Fair in February 2015 (Professional attire is required for this event). Network and speak with at least five organizations to determine what skills they seek from incoming employees. Develop your own set of questions for each employer to identify the information you need to make informed internship/networking selection decisions (e.g. How do you train interns? What is the work environment/culture like? What out-of-class experience do they look for from applicants?). 10 points are possible for each of your five interviews, with a total of 50 possible points. Details for each interaction must be shared for full credit to be assigned. The paper should be three-five pages.

1. Write a reflection paper outside of class time on the following:
  - A. Share the questions you asked employers, along with their responses. Highlight responses that aligned with your expectations, as well as what surprised you about their feedback.
  - B. Describe how fair attendance supports your ability to build a professional network.
  - C. Elaborate on the skills employers said they require and need from employees and interns.
  - D. Identify marketable skills gained from a liberal arts degree from the College of Arts & Sciences.

**Application Materials Development (100 points)**

Identify an internship posting with an organization with which you would like to work this summer. Use this internship description to write your cover letter and resume. Draft a resume, cover letter, and reference list during class time based on parameters determined by the instructor. Your documents must be reviewed by the instructor prior to submission in a **30 minute** career coaching session. To schedule a 30 minute appointment call the CLDC at 740.593.2909 and request a 30 minute coaching session with Jodi Pavol, or email me directly at pavol@ohio.edu. Your final documents should reflect changes following your 30 minute coaching appointment. When turning this assignment in, include the draft and final version for the resume, cover letter, and reference list, along with the internship posting.

Grading Breakdown: Complete Coaching Appointment—Verified through Draft Submission (30 Points), Final Resume (25 Points), Final Cover Letter (25 Points), Reference List (10 Points), Internship Posting (10 Points)

**Strengths Reflection Paper (20 Points)**

Following the in-class Strengths workshop, write a two-three page reflection addressing each of the following prompts:

1. Identify and describe your top five strengths.
2. What did Strengths confirm for you that you already knew about your preferences?
3. What did you learn about yourself as a result of the workshop?
4. How will you use your knowledge about your strengths to influence the type of internship you seek?

**LinkedIn Informational Interviews (60 points)**

Conduct three informational interviews by phone or in person with professionals in your field of interest. At least one of your interviews must be with a professional you connect with on LinkedIn. Write a concise summary outside of class time about the interview. 20 points are possible for each of the three interviews, with 60 total points possible for the

assignment. The paper should be three-five pages. Be sure to include all of the following details for each of the three interview summaries:

- A. Name, position, company, and contact information as well as the date of the interview.
- B. Discuss your impression of the field, person, and organization before and after the informational interview.
- C. How will the information you gained in these interviews impact your career plans? Share the most useful takeaway information you learned from the conversation.
- D. Describe what you would do similarly and differently in your next informational interview.
- E. Identify why intentional networking (like an informational interview) is important to career exploration and career planning.

### **Professional Development ePortfolio and Presentation (100 Points)**

This portfolio and presentation are the culmination of your course experience. In this presentation, you will present your LinkedIn page reflecting a complete profile, an uploaded version of your resume, and a professional recommendation. In addition to your LinkedIn, you will develop a PowerPoint or Prezi to address the components of the presentation outline below. Professional/Business Professional dress is required for the presentation. Utilize all previous assignments to determine your key steps over the next years in college and beyond. Video and pictures are welcome for this presentation so long as they are relevant to the presentation. The presentation should be 15 minutes long.

**Points will be assigned for each element:**

- (20 Points) Academic plans and interests: Include required courses for your major, minors or certificates of interest
- (20 Points) Detail your plans for a summer internship or other professional experience
- (50 Points) The impact this course had on your academic and professional development
  - Highlight your strengths action plan you started at the beginning of the semester and your progress in specific skill development
  - On-campus resources for your continued career planning and development
  - Your dream job and the explicit steps you will take to get there (e.g. networking, internship)
  - Discussion related to your values, genogram influencers, and wandering map
  - Sharing of your networking progress related to this course and future networking goals
  - Overview of potential for future graduate study or other additional training
  - A screen shot of your Linked In
  - Your updated resume
- (10 Points) 15 minute presentation conducted professionally in neat/professional attire

Use your ePortfolio and any additional technology (e.g. Prezi) during your presentation to enhance the professionalism of what you share. Professional/Business Professional dress is required for the presentation. This is the culmination of other research projects in this course. Utilize all previous assignments to determine your key steps over the next years in college and beyond. Video and pictures are welcome for this presentation so long as they are relevant to the presentation.

### **21<sup>st</sup> Century Leadership Reflection Journal Series (100 Points)**

Complete the 21<sup>st</sup> Century Leadership Series at any point during the semester prior to week fourteen. To see a list of upcoming workshop dates, visit our website: [www.ohio.edu/careerandleadership](http://www.ohio.edu/careerandleadership). 30 points will be assigned for completing the certificate and 10 points will be assigned for each one-page reflection following each leadership workshop. Reflections are to be turned in as a group once the entire series is completed by the student. Include the following in each reflection:

1. Topic of the workshop, the date of the session, and the presenter's name(s)
2. 3 or more things you learned from the workshop
3. Why this topic is relevant to your career development

**LinkedIn Assignment (20 Points)**

Complete LinkedIn Profile before class and request to connect with the instructor before class. Receiving full credit for this assignment requires you to do the following:

- Connection request sent to instructor prior to classroom presentation
- Final resume from course uploaded to LinkedIn Page
- LinkedIn reflects careful proofreading
- LinkedIn includes a professional looking photo of only in professional clothing
- LinkedIn page includes at least one professional recommendation from a contact
- LinkedIn page includes a summary section
- LinkedIn page includes detailed descriptions of your experience
- LinkedIn page includes the formal name of your degree program

**Participation (70 Points)** *Five points available for each week of the semester for active participation/on-time attendance*  
**GRADING**

TOTAL POINTS AVAILABLE: 600

A+	97-100%
A	93-96%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-73%
D+	67-69%
D	63-66%
D-	60-62%
F	0-59%

**COURSE SCHEDULE**

<b>WEEKS</b>	<b>In-Class Project/Topic</b>	<b>Assignment</b>
<b>WEEK ONE</b> January 14	Course Introduction Wandering Map Activity	
<b>WEEK TWO</b> January 21	True Colors: Tailored to Marketing Skills Acquired through a Liberal Arts Degree (Introduce Strengths Action Plan)	Career Development Reflection Paper Due
<b>WEEK THREE</b> January 28	Values Sort What skills employers seek Intro to Bobcat Career Link Internship Search Strategies/Scavenger Hunt	True Colors Reflection Due
<b>WEEK FOUR</b> February 4	Drafting a Resume, Cover Letter, and Reference List	Read Job Search Guide before class
<b>WEEK FIVE</b> February 11	Career Fair Preparation, Elevator Pitch, Professional Etiquette and Interviewing Skills	
<b>WEEK SIX</b> February 18	NO CLASS-Attend Career & Internship Fair	
<b>WEEK SEVEN</b> February 25	Career Fair Debrief Social Media and Branding Introduction to LinkedIn	Career & Internship Fair Paper Reflection Due
<b>WEEK EIGHT</b> March 11	Strengths Workshop Strengths Action Plan	Bring Printed Strengths Report to Class Application Materials Due
<b>WEEK NINE</b> March 18	Internship Panel Discussion Graduate School and Workplace Culture Life and Work Balance: Strengths Activity	Complete LinkedIn profile before class and request to connect with instructor before class

<b>WEEK TEN</b> March 25	Guest Speaker	Strengths Reflection Due
<b>WEEK ELEVEN</b> April 1	Start Smart Workshop: Negotiation Skills	Mock Interview Rubric and Reflection Due
<b>WEEK TWELVE</b> April 8	Informational Interview Sharing Defining Moment Activity Vision Activity: Who am I in 1/5/10/50 Years? Strengths Follow-Up Activity	LinkedIn Informational Interviews Paper Due
<b>WEEK THIRTEEN</b> April 15	Professional Development Action Plan Presentations	Professional Development Action Plans and Presentations Due
<b>WEEK FOURTEEN</b> April 22	Remaining Presentations, Class Celebration, Feedback, and Evaluations	21 <sup>st</sup> Century Leadership Series Reflection Journals Due
<b>WEEK FIFTEEN/FINALS WEEK</b> NO CLASS		

#### **Career & Leadership Development Center Mission Statement**

The Career & Leadership Development Center is committed to holistic preparation of all Ohio University students and alumni/ae for active development and implementation of career and leadership skills necessary in our global community.

We accomplish this by:

1. Facilitating a process of self-awareness that encourages all students and alumni/ae to engage in career exploration and holistic leadership skill development
2. Helping students and alumni/ae recognize, synthesize, and communicate their experiences
3. Fostering collaborative relationships with faculty, staff and employers to connect students with innovative resources, services and employment opportunities
4. Empowering students to be lifelong learners by providing learning opportunities to construct the following leadership skills; self-awareness, interpersonal development, team development, organizational development and innovation.