

Career Exploration
Winter 2012, BISSKL 250
Tuesdays 11:00 – 1:00 UW1-041

Instructor Name(s): Kim Wilson, Career Counselor

Contact Information: kwilson@uwb.edu; 425.352.5306

Office Hours: By Appointment. UW1 171. My calendar is available online at

<http://www.uwb.edu/careers/advising/> by clicking on the “Make an Appointment” button. You will be able to make an appointment under any of the white opened spaces on the row that corresponds with **3. Career Counseling/Internship Advising**. If none of these times fits into your schedule, let me know some that might and I will try to accommodate an alternate time.

E-mail Address: kwilson@uwb.edu

Course Description

This course addresses personal, educational and career choices. We will read about, discuss and reflect on the work world, career options, academic pathways and the process of selecting a major and/or career path. You will research and gather information, assess your strengths and weaknesses, and learn how to make quality career decisions. This will involve career exploration, life/career planning, identifying resources, and developing goals based on individual preferences, skills and life and work values and interests.

Course Learning Objectives

In this course, you will:

1. Learn how to identify educational and career options through research, critical thinking and reflection.
2. Develop communication skills in networking and informational interviewing.
3. Develop a set of goals based on identifying skills, abilities, values and interests.

Major/degree objectives are available on the UWB website on the dedicated major/degree pages; overarching IAS learning objectives are described in detail here:

<http://www.uwb.edu/ias/iasdegreeporfolio/learningobjectives>

Requirements, grading, and evaluation

Blackboard

Blackboard, UW Bothell’s e-learning environment, is an online resource that the University provides for students and faculty free of charge. Blackboard will be utilized as an essential component of this course. It is important that you take responsibility for accessing your Blackboard account within the first week of class and regularly thereafter. Class announcements, reading assignments, handouts and ongoing grade tracking are examples of ways we will use Blackboard. Students can access Blackboard from links on the UW Bothell home page (<http://www.uwb.edu/learningtech/help/tools/blackboard>). Help is available under the Blackboard Help tab on the Blackboard site.

Methods of Evaluation

There are a total of 210 points available in this course. This is a 2 credit course that is graded as Credit/No Credit ONLY. Credit will be given for all assignments turned in by the due date and a minimum of 135 points must be earned to receive credit for the course. Check with your academic advisor to make sure these credits fit into your graduation requirements.

Evaluation Criteria	Points
All About Me	10
Eportfolio (10pts for creation, 10pts for content)	20
Class Involvement and Participation	40
Journal Entries (5pts per entry)	40
Career Development Paper and Presentation	100
Total	210

All About Me (10 points possible)

I want to get to know you. Download, fill out and submit the questionnaire on Blackboard. Instructions on submitting assignments can be found at <http://www.uwb.edu/learningtech/help/how-to/bb-student/assignments/assignment-link>.

Eportfolio (20 points possible)

Creation and maintenance of an eportfolio will be required for this course. Your portfolio will include your course assignments. We will discuss setting up and organizing your portfolio following the instructions at <http://www.uwb.edu/learningtech/eportfolios/student-tutorial>. Please follow the instructions to: activate your UW Google Apps, create your site, share your site with me using my UWNNetID **kwilson2@uw.edu** (which is different from my UWB email address), and create a File Cabinet page to archive your materials.

Class Involvement and Participation (40 points possible)

To create the very best environment for supporting your success and the success of your classmates, this course has three important rules.

1. Arrive in class on time. In the rare event that you must miss all or part of a class session, contact me via email or phone to notify me of the class or portion of class you will miss and the reason. Treat such notifications as you would expect to in a professional work environment.
2. Do the work. Do your very best work in preparing all assignments and hand them in on time.
3. Participate actively. Stay focused and involved in every class, offering comments, questions, answers and participate in discussions.

Classroom Conduct: As experienced students, you will appreciate that we need a calm and focused environment to get our work done. I ask that you arrive on time at the beginning of class and after break, and not to wander in and out or leave early. This will be a laptop-free classroom, and I ask you to put away and turn off all cellphones and electronic devices. Please avoid noisy food and extraneous conversation.

Journals Entries (40 points possible – 5pts per entry).

Your journal provides an opportunity to explore and reflect upon your thoughts and feelings as you experiment with the information and strategies presented in this course. Although I will be collecting your journal entries and looking through them, **write your journal for yourself**, not for me. Write brief assignment instructions for each step into your journal before you begin writing. To create a meaningful journal, be spontaneous, be honest, be creative, and dive deep beyond the surface.

During the quarter, you will write journal entries reflecting on our course readings and topics of discussion. These entries will be written **outside** of class. Please bring your journal to every class.

Note: All journal entries must be submitted in hard copy, not electronically. *Journal evaluations:* I will look through your journal to verify the completion of each assignment and to give credit for a job well done. I read journal entries to get a sense of the issues you are working on. With this knowledge I can be of greater assistance to you this quarter. If you want my comment on a specific journal entry or issue, please let me know. *Journal points:* Journal entries will be awarded the maximum points if they fulfill the following two criteria:

1. The entry is **complete** (all steps in the directions have been responded to), and
2. The entry provides **thoughtful reflection** and an obvious attempt has been made to critically address the topic. Grammar, spelling, and punctuation will NOT be factors in awarding points in this journal. You are free to express yourself without concern for Standard English conventions.

Career Development Paper and Presentation (100 points possible)

This paper should be no less than 5 pages and no more than 9 double spaced balanced, well-thought out pages. **In addition**, you will submit a:

1. title page
2. resume
3. cover letter
4. action plan
5. reference page

The reference page must cite sources according to the *APA Publications Manual*

<http://www.uwb.edu/writingcenter/resources/citingsources/apa> . Pay as much attention to the end of the paper as you do to the beginning. **Hint:** As we cover the material in class, and as you write your journal entries, complete rough drafts of each section of this paper.

Building upon the course readings, reflective journal entries and assignments, the following is an outline of the topics this paper should address:

Career Autobiography

How did you get to this point in your life? Provide information on your family tree (career genealogy) in terms of career paths of parents, grandparents, siblings, and significant others. What were your earliest career dreams? How have important people in your life influenced your career interests? Describe one or two significant accomplishments that have influenced your career choices. Trace the career interests you have had up until now, even though you may have discarded some of them. Describe one or two major events, experiences, and/or people who have influenced your choices leading to your present major and career interests.

Assessments

How do the results from the career assessments (StrengthsQuest, Myers-Briggs Type Indicator and Strong Interest Inventory) fit with your self-understanding? Include your results with key findings from the in-class interpretation and your own observations. How do the results fit your conception of yourself? How are they inconsistent with how you see yourself? What do you know about yourself that you didn't know before? Do you agree with the use of assessments for career and personal development? Why or why not?

Possible career areas

Based on your life and educational experience, study, course readings, activities in class, and career assessments, identify your "short list" of careers that might interest you. Explore these careers and related occupations using the O*Net Database, Occupational Outlook Handbook (online), and WOIS. From the information on these sites, narrow your options to **two** you feel best fit you at this time. Describe the two options you select and discuss why you believe these are worth considering and why you have ruled others out or relegated them to the back burner. Be sure to consider related occupations not just those listed in the assessments.

Research, Compare and Contrast Two Alternatives

Based on the course readings, career research resources you consulted and information provided by appropriate professional associations, compare and contrast the two career alternatives. Specifically, identify the general nature of the work, the type of work in terms the Strong Inventory Interest codes, amount of preparation and education required, physical requirements, licensing requirements, skill sets required, typical work settings and working conditions, employment outlook, compensation outlook, typical entry pathways, and advancement opportunities. (You may find it helpful to set this up in a table and highlight commonalities and differences in the body of your paper.) Based on this analysis, and solely for purposes of this assignment, narrow your consideration to one career alternative for further exploration. Explain your choice.

Informational Interview

Seek out one or two individuals currently working in the career field you selected. (These individuals should not be in the student's immediate family.) Request a 20-30 minute in-person or telephone interview. Use the information interview guidelines provided at <http://www.uwb.edu/careers/job-search-tools/informationalinterviewing>. In this section of your paper, indicate whom you interviewed, along with company/organization affiliation and job title, whether the interview was in person or by phone, and the date of the interview. Highlight what you learned from the interview. Compare their responses and career path choices with the course readings. Use sufficient detail as you recall your conversation. State whether the interviews confirmed your research or offered new information. Note: most students procrastinate obtaining this interview, and most students report that this is one of the most valuable learning experiences from this class. **This should be the major component of your paper and presentation.**

Conclusion

Conclude by discussing how the information gained through your research affects your interest in the career field, i.e., whether you would continue to consider this alternative, and identify any additional information you would like to have to make this decision.

Cover letter, Resume and Action Plan (A template can be found at <http://www.uwb.edu/careers/job-search-tools/networking>.)

Presentation

During the last weeks of class you will be asked to share highlights of your exploration in 5 minutes, including your conclusion and next steps.

- Come prepared, this should be a professional presentation. You may use a visual aid or prepare a slide presentation.
- Clearly identify what you have gained from the learning objectives of this course.
- Focus on your informational interview and the lessons learned.

A superior, passing paper will...

1. Demonstrate the writer's careful consideration of the material presented in this course.
2. Contain extensive support (examples, experiences, evidence, and/or explanation) for each part.
3. Show a commitment to excellence in preparation, including professional appearance and a command of Standard English.

Late policy

Submit your assignments at the beginning of class or on Blackboard on the date they are due. Late assignments lose 1/10th points the day after they are due, and for each week they are late, unless—under exceptionally rare instances—you are excused from this. **After two weeks, assignments will receive zero points.** Please inform me before class if you must miss class or if an assignment will be late due to emergency. Whenever possible, you should arrange to have your work turned in on time by one of your fellow students. If this is not possible, in the case of a documented excusable absence, you may make up the assignment or turn in late assignments.

Required Reading

UW Career Center, University of Washington. (2009). *Career Guide 2009-2010*. Seattle, WA: University of Washington and College Recruitment Media.

Myers, Isabel Briggs., Kirby, Linda K., Myers, Katharine D. (6th Ed.). (1998). *Introduction to Type: A Guide to Understanding Your Results on the Myers-Briggs Type Indicator*. Mountainview, CA: CPP, Inc.

Reserves (<http://library.uwb.edu/reserve.html>)

Burnett, Frank. (2010). Bound-For-Career Guidebook. *Chapter 5, The Dynamics of the American Workplace: Past, Present, and Future*. (pp 35 – 47). Rowman & Littlefield Publishers, Inc.

Davies, Anna., Fidler, Devin., Gorbis, Marina. (2011). Future Work Skills 2020. Institute for the Future for University of Phoenix Research Institute (2011).

Safari, Barbara. (2011, January 27). The Ultimate Guide to Networking. Retrieved from AOL Original – AOL Jobs Week 2011.

Anderson, Paul. (2011, March). Just because we just met, doesn't mean I want your resume. Hire Ground, NWjobs. Retrieved from The Seattle Times Company <http://blog.nwjobs.com/hireground>

Burnett, Frank. (2010). Bound-For-Career Guidebook. *Chapter 2, Understanding the Career Development Process*. (pp 7 – 12). Rowman & Littlefield Publishers, Inc.

Burnett, Frank. (2010). Bound-For-Career Guidebook. *Chapter 3, The Importance of Career Exploration, Decision Making, and Goal Setting*. (pp 13 – 18). *Process*. Rowman & Littlefield Publishers, Inc.

Academic Integrity

All University of Washington students are expected to conduct themselves as responsible members of the academic community. Among the standards of conduct for UW students includes the responsibility to practice "high standards of academic and professional honesty and integrity." WAC 478-120-020(2) (a). <http://www.uwb.edu/academic/policies/student-guide>.

Academic misconduct includes but is not limited to cheating, facilitation, plagiarism, and fabrication in connection with any exam, research, course assignment, or other academic exercise that contributes, in whole or in part, to the satisfaction of requirements for courses or graduation. This list, while not exhaustive, is intended to provide examples of the types of activities that can result in a charge of academic misconduct.

IAS Portfolio

IAS is a portfolio-based program. Students majoring in any degree offered by IAS begin the process of creating a capstone portfolio in BIS 300: Interdisciplinary Inquiry and conclude it in BIS 499: Capstone Portfolio. IAS students should maintain an archive of all of the work they have done in (or in relation to) their undergraduate education, preferably through their UW Google Site. For more information about the IAS portfolio, visit <http://www.uwb.edu/ias/iasdegreepportfolio>.

Disability Accommodations

Accommodation for disabled students is a campus priority. If you believe that you have a disability and would like academic accommodations, please contact Disability Resources for Students at 425.352.5307, 425.352.5303 TDD, 425.352.5455 FAX, or at dss@uwb.edu. <http://www.uwb.edu/student-services/dss>.

Inclement Weather

Please check if the campus may be closed due to weather. Information on suspension of operations will be made public and available through the media. Students can learn of campus operations status from the website or by calling the Campus Information Hotline 425.352.3333. You may also sign up with an alert system that will contact you via email or text message if classes are canceled. For more information on the alert process, please see <http://www.uwb.edu/alert>. Class activities will be rescheduled as needed.

Student Support Services:Career Services: www.uwb.edu/careers, 425-352-3706;Library: www.uwb.edu/library, 425-352-5340;Writing Center: www.uwb.edu/WritingCenter/, 425-352-5253;Quantitative Skills Center: <http://www.uwb.edu/qsc>; 425-352-3170;Student Success: <http://www.uwb.edu/student-services/success-services>, 425-352-3776;Student Counseling Services: <http://www.uwb.edu/student-services/counseling>, 425-352-3183.**Schedule of course meetings, including readings and due dates for assignments:**

Week	Topics	Readings prior to class	Assignment due
1 January 3	<ul style="list-style-type: none"> Welcome and Introduction to Career Planning Eportfolio introduction 		
2 January 10	<ul style="list-style-type: none"> Changing World of Work Identifying Strengths Identifying Skill Sets 	<i>Chapter 5 The Dynamics of the American Workplace: Past, Present, and Future. (Burtnett)</i>	<ul style="list-style-type: none"> All About Me by end of day Sunday 1/8 Complete pages 6 – 9 of Gold Guide Create an e-portfolio Journal Entry 1 – where are you at in the Career Decision Pyramid - reflect on majors of interest and occupations you are considering – diagram your educational and career path to this point
3 January 17	<ul style="list-style-type: none"> Special guest Mr. George Northcroft Assessment Interpretations 		<ul style="list-style-type: none"> Complete 3 on-line assessments: StrengthsQuest, MBTI and Strong Interest Inventory by Sunday 2/15 Journal Entry 2 – Discuss one topic from <i>The Dynamics of the American Workplace</i> and how it is relevant to what you have heard recently in the news TURN IN JOURNAL
4 January 24	<ul style="list-style-type: none"> Assessment Interpretations continued Occupational Information and Research 		<ul style="list-style-type: none"> Journal Entry 3 - reflect on your assessment results
5 January 31	<ul style="list-style-type: none"> Job Search Tools Professional Portfolios 	Future Work Skills 2020. (Davies)	<ul style="list-style-type: none"> Journal Entry 4 - Research 5 Occupations using ONET and WOIS based on STRONG results – identify related occupations - reflect on occupations researched (you may chart your research if you choose) TURN IN JOURNAL

6 February 7	<ul style="list-style-type: none"> • Networking • Informational Interviewing 	<ul style="list-style-type: none"> • The Ultimate Guide to Networking. (Safari) • Just because we met doesn't mean I want your resume (Anderson) 	<ul style="list-style-type: none"> • Draft Resume & Cover letter (these will be turned in with your final paper) • Set up Informational Interview - list informational interview opportunities and questions based on research findings
7 February 14	<ul style="list-style-type: none"> • Cultural, Personal and Work Values • Career Genealogy 		<ul style="list-style-type: none"> • Journal Entry 5 – reflect on the Networking readings • Draft Action Plan • TURN IN JOURNAL
8 February 21	<ul style="list-style-type: none"> • Defining Goals & Decision Making Strategies • Job and Internship Search 	<ul style="list-style-type: none"> • <i>Chapter 2, Understanding the Career Development Process. (Burtnett)</i> • <i>Chapter 3, The Importance of Career Exploration, Decision Making, and Goal Setting . (Burtnett)</i> 	<ul style="list-style-type: none"> • Journal Entry 6 – As identified in our last class list personal and potential work values – Outline career genealogy or family tree • Schedule an appointment with the Career Center to review your Cover Letter and Resume
9 February 28	<ul style="list-style-type: none"> • Academic Pathways • Interviews 		<ul style="list-style-type: none"> • Journal Entry 7 – reflect on the career decision making and development process as described in our readings and how you might use those in the future • TURN IN JOURNAL
10 March 6	<ul style="list-style-type: none"> • Presentations 		<ul style="list-style-type: none"> • Journal Entry 8 - list internship, job sites or industries of interest as identified through your research – informational interview notes & assessment Presentations • Update eportfolio • Informational Interview completed
Finals week March 13	<ul style="list-style-type: none"> • Presentations 		<ul style="list-style-type: none"> • Career Development Paper due during regularly scheduled final time to UW1 171 • Eportfolio due • TURN IN JOURNAL