Bus 6.1: Professional Development and Success  
Adjunct Professor: Natalia Guarin-Klein  
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Office Hours: By appointment – Set up appointment ideally via email.

Required Textbooks:
- Bill Coplin: 10 Things Employers Want You to Learn in College: The Know-How You Need to Succeed
- Elizabeth Freedman: Work 101: Learning the Ropes of the Workplaces Without Hanging Yourself

Other Key Sources:
- Various supplemental resources to be provided by the instructor including references on resume and cover letter writing, material on the skills that employers seek. (NACE survey)
- Students are expected to utilize the Internet and on-campus library resources.

Grading:
Each graded assignment earns points, not letter grades. Your final grade will be a letter grade and will be earned as follows:

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<th>Grade</th>
<th>Points</th>
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<tr>
<td>A</td>
<td>1000-950</td>
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<td>A-</td>
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Assignments:
- Class Participation/in class assignments 200 points
- Alumni mentor interview/paper 200 points
- Class Presentation/PowerPoint 300 points
- Final Paper 300 points

Total 1000 points

Assignments handed in past the deadline will lose 20% of the total possible points. Students are strongly encouraged to submit their assignments electronically through either the digital dropbox in blackboard or via email to ensure they can verify that they turned in the assignment on time.

Professional Class Behavior:
- Students will lose 50 points for each absence, early departure or lateness beyond two occurrences. Lateness is defined as more than 10 minutes late. Any time away from class will impact your class participation score.
- Students must turn off their cell phones/mobile devices during class and are expected not to pick up their phone or text during class. Violations will affect your participation grades.
- Students are expected not to engage in side conversations and respect their classmates when they are speaking.
- Engaging in unprofessional behavior will impact a student’s class participation score.

Extra Credit:
Students will be able to earn up to 100 points if they attend a career event from the list provided and write a 1-page summary on what they learned and how the event was beneficial to them. (Students can submit a maximum of 2 extra credit assignments for up to 50 points each)

Course Objectives:
1. Knowledge of the skills employers most desire in college recruits
2. Develop professional skills to complement a student’s academic achievements
3. Provide students with a deeper understanding of the working world.
4. Provide leadership and executive training before students enter their career.
5. Enable students to market themselves better to employers and graduate schools.
6. Creation of a developmental plan and understanding that skill development and improving oneself is a continuous process.
7. Build foundation of skills students can utilize to achieve and maintain success throughout their careers.
Outcome Assessment:
Students will improve their professional skills through a series of discussions, lectures, projects and readings. “Professional Development and Success” course materials will consist of prepared lectures, discussions, in-class, reading and homework assignments. Knowledge of reading materials and lectures will be gauged through assignments and papers. Key grade determinants: presentation (30%), in-class participation/assignments (20%), mid term paper and final paper (50%). Students will also be surveyed at the end of the course to determine what knowledge skills they feel they have acquired and what role the course played in the acquisition.

Topics and Assignments:

Assignments: Classes will include lectures on specific topics, group discussions, homework and in-class assignments. In addition to work done in class (for example mock interview, 60 second pitch, resume/cover letter critique and identifying their network), students will be given several assignments (ranging from developing a presentation to interviewing an alumni) based on handouts and class lectures. They will also be assigned to submit a final paper, which will summarize all they have learned from the course. Assignments handed in past the deadline will lose 20% of the total possible points. Students are strongly encouraged to submit their assignments electronically through either the digital dropbox in blackboard or via email to ensure they can verify that they turned in the assignment on time.

In-Class: During this course, students will be required to participate in various assignments and discussions.

Documents referenced below such as links, quizzes, articles etc will be posted on blackboard.

Week 1 1/29:  Topic: Overview of class/Alumni Mentor

Week 2: 2/5  Topic: Surviving and Succeeding in Your Career
Required Reading:  Top Seven Traits That Lead to Success
A Winning Personality Leads to Career Success
Quick Reference on Resume Writing and Cover Letters
Freedman: Chapter 7, 8 and 9

Assignments:
- Work on obtaining an alumni mentor based on your career interest. Students will need to interview those alumni for a later assignment. Refer to page 5-6 and to week 7 for more details on the assignment
- Discussion: Be prepared to discuss what you will expect out of your career.
- Discussion: Interview anyone you know and ask them what they have learned about succeeding and not succeeding on the job. Be prepared to share what you learned from this experience.

Week 3 2/19  Topic: Effective Verbal and Written Communication
Required Reading:  Coplin: Chapter 3, 4 and Freedman Chapter 4
Technology Etiquette

Assignments:
- Complete and score the listening skills and communication skills assessments
- Develop cover letter and resume for a specific company and job. In preparing your resume you may want to use https://brooklyn.optimalresume.com. Its free.
- In class activity: Bring your letter, resume and the job description to class
- Presentation: Create a 60-90second pitch about yourself
It is often said you only get one chance to make a first impression. This exercise is designed to help you make the best first impression possible. Pick one of the companies you would love to work at. Using information you gathered on that company you will create a pitch on how your skills and qualifications match the needs of the company. Imagine you are going to be in the
elevator with the head of the department you want to work for, what would you say?. You should be confident in your approach, and ensure that you give them the highlights of who you are as a candidate. You are addressing why they should hire you and need to sell yourself. You will be giving this pitch in front of your classmates and will be evaluated by your peers.

Week 4 2/26: **Topic: Interpersonal and Team Building**
Required Reading: Coplin: Chapter 5 and Freedman Chapter 6
Twelve Tips for Team Building: How to Build Successful Work Teams
Ten Ways to Improve Your Interpersonal Skills
Does Emotional Intelligence Matter in the Workplace?
Developing Emotional Intelligence in the Workplace

Assignment:
- **In class activity:** Develop interview questions for your partner from last week based on the job they are interested in. You will be mock interviewing each other.
- Take Emotional Intelligence test

Week 5 3/4: **Topic: Dealing with Difficult Situations (Guest Speaker)**
Required Reading: Dealing with Difficult People at Work
When co-workers play dirty

Assignment:
- Develop questions in preparation for the speaker

Week 6 3/11 **Topic: Making a Great First Impression: Etiquette and Professionalism**
Required Reading: Freedman Chapter 1, 2 and 3
Syms Dress to Achieve: http://www.symsdress.com/
http://www.mindtools.com/selfconf.html

Assignment
- Complete and score self monitoring assessment
- Business Etiquette and Confidence Quiz
- **Submission:** Last chance to submit your proposed topic for your PowerPoint presentation (see page 6-7 for more details)

Week 7 3/18 **Topic: Networking and Mentoring**
Required Reading: Vault Guide to Schmoozing Chapter 3-8
Freedman Chapter 5
Four Tips for Making the Most Of Mentor Relationships
Don't Be Too Direct When Seeking a Mentor
Learn to Take Charge of Mentoring Relationships

Assignment:
- **Submission:** Submit 3-4 page paper that addresses what you learned from your alumni mentor, why mentoring is important, one thing you learned that surprised you the most and how you will apply what you have learned to your career. Include the list of questions you asked in an appendix. Your paper should include background information about the mentor as well as some information about their career field, industry and/or company and the sources used to conduct the research.
- Refer to page 5-6 for details on how the paper will be graded and for more instructions.
- **Presentation:** Be prepared to give a 1-2 minute presentation on what you learned from the experience that other students could benefit from hearing.

Week 8 3/25 **Topic: Leadership (Guest Speaker)**
Required Reading: Coplin Chapter 6
How to Be a Good Leader

Assignment
- Complete leadership assessment

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• Develop a list of questions for the speakers

Week 9 4/1:  **Topic: Time Management and Organizational Skills**
Required Reading: Coplin: Chapter 1
7 Secrets of Light Speed Email Management
Assignment:
• Take time management quizzes

Week 10 4/8: **Topic: Delivering and Developing Effective Presentations**
Read Garr Reynolds Tips on Presentations
Assignment:
• Find an online resource/tool that students can use to benefit them in finding a job or succeeding in their career. You will give a quick presentation 1-2 minutes on what it is and how it can help students. For example, linkedin.com, allows people to see each other’s network, where they work and can benefit you if you are looking for a job in that field. Or cencom.org is a is an independent media forum created to bridge the gap between the communications industry and the schools. It hosts workshops, visits to media organizations etc. Make sure to consider what your audience may be interested in.

Week 11 4/15: **Topic: What Employers Seek in Their Employees – Target Guest Speaker**
Required Reading: NACE Survey on What Employers Look For
Are They Really Ready to Work? (focus on college section)
Assignment:
• Develop questions in preparation for the speaker

Week 12 4/29: **Team PowerPoint Presentations**
• Submission: Completed PowerPoint presentations. Refer to page 6-7 For detail on how the PowerPoint presentations and the actual presentations will be graded.

Week 13 5/6: **Team PowerPoint Presentations**
 Submission: Last chance to submit any extra credit assignments

Week 14 5/13: **Team PowerPoint Presentations**

Week 15 5/20: **Finals Week** - Submit 5-7 page paper the addresses the following:
• 3 key lessons learned from the class
• How you will apply what you learned to your career
• Why professional skills/soft skills are important
• Reference and reflect upon your readings, what speakers said and the research you did.
• Refer to page 8 for details on how the final paper will be graded and more information.

**Alumni Mentor Interview (200 points)**
Students are strongly encouraged to use the Brooklyn College alumni mentor program to obtain the mentor they will interview. In order to do so students must go to 1303 James Hall during drop in hours to meet with Pamela Brown Monday and Wednesday 11-1pm (on Wednesday 5-6:30pm), Tuesday and Thursday 2:30-4:30pm (on
Tuesday 5-6pm). To ensure you have sufficient time to contact and meet the mentor and complete your assignment students are recommended to meet with Pam within the 1st two weeks of the semester.

Students grades for the alumni mentor interview/paper will be based not only on the paper but on your relationship/contact with the alumni. Here are guidelines that you must adhere to

- You will be notified of your mentor’s name and contact information by the program Coordinator via telephone and/or by email.
- You must contact your mentor within one week of receiving their contact information to introduce yourself.
- Plan meetings with your mentor based on the needs of your academic schedule. It is the quality of the relationship, not the quantity of time spent that determines the success of the mentoring relationship. Students please respect the mentor’s time and availability limits. Although ideal to meet with the mentor in person, if the mentor is unable to, speaking with them via the phone and/or email is acceptable. Students should be accommodating to the mentor and remain flexible to make the process as convenient as possible for the mentor.
- The role of the mentor is to give the student a realistic view of their prospective career.
- Appropriate topics for discussion between students and mentors are issues of current concern to the career/profession, the mentor’s approaches to ethical and professionalism dilemmas, and career goals.
- Students must prepare ahead of time for their meeting by having questions ready. It may be helpful to send those questions to the mentor before your phone/in person meeting.

The professor will remove points for unprofessional behavior, this is on top of any points taken off for the quality of the actual paper. No excuses are acceptable. If you are having trouble reaching your mentor or setting up a meeting you must contact the alumni mentor coordinator immediately as well as notify your professor.

- Students failing to contact their alumni mentor within one week of having been assigned the mentor will lose 10% off their grade.
- Students failing to contact the alumni mentor program coordinator within one week of the coordinator contacting them (such as not responding to an email/call in that time frame) will lose 10% off their grade.
- Students who fail to show up and/or cancel the appointment/conference call with their mentor lose 20% off their grade.
- Students whose receive complaints regarding their behavior (such as being rude, not being prepared, being late to their meeting etc) with the Alumni Mentor coordinator or mentor will also lose points at the discretion of the professor and based on the severity of the offense.

Grades of the actual paper will be determined as well on whether all requested points were addressed, the extent of background information provided and research conducted on the mentor’s company, industry or career. The more specific you are the better, for example details such as including salary, statistics on the job outlook, details on what the company looks for, information on the types of positions available etc. As well as how well the paper is written.

Sample Questions for an Informational Interview

Career Field
1. How does the employment outlook seem here in ______________. How about elsewhere?
2. What other career fields are related to what you are currently doing?
3. What are some of the growing concerns in this profession?
4. What are the specialties in this area?
5. What is the salary range in this field?
6. What are the occupations in this field?
7. How do you see jobs in this field changing in the future?
8. Is there a demand for people in this occupation?
9. What opportunities for advancement are there in this field?
10. What are the top companies?

The Job Itself
11. What do you do? Describe a typical day.
12. What do you find to be the best things about your profession? The worst?
13. How did you get into this occupation? Get started in this job?
14. What did you do before your current position?
15. What types of people do you work with?
16. I know __________, __________, and __________ about your profession. Could you give me more details?
17. What is the typical salary range for this position?
18. What do you enjoy about your career?
19. What don't you enjoy?
20. Do you feel as though you have work-life balance?
21. How many hours do you work?

Preparing for the job
22. How did you prepare yourself for this job? For this profession?
23. What classes or projects can I undertake to prepare myself for this career area?
24. What skills, aptitudes, interests and personal characteristics are necessary in this career?
25. What is the most relevant major, course of study or preparation?
26. What is the most valuable thing you learned during your training?
27. Are there specific courses you would recommend I take now?
28. What was your major? How was it helpful?
29. What training, education or experience is required for this type of work?

Your Opinion/Advice
30. Would you advise people to enter this occupation?
31. Knowing what you know now, would you choose the same occupation again? Why or why not?
32. What advice do you have for me?
33. What recommendations do you have for job searching?

Getting more information
34. Do you know other people or places where I could find people involved in this career whom I might talk to?
35. Do you know if your company has internships and how I could apply for them?
36. Would it be possible for me to shadow you for a day or part of a day?
37. What are the professional associations, journal and websites in the field?
38. Where can I get more information about the industry/occupation?

Team Presentation Assignment (300 Points)
1. Find a teammate by the fourth week of classes and notify the professor. If you have trouble or want to be randomly assigned ask the professor for assistance.
2. Identify a career related topic (such as do’s and don’ts of writing resumes, a specific professional skill, why first impressions matter etc) that will be the focus of your presentation.
   a. Students need to submit their topic for approval by the sixth week of classes.
   b. The sooner you submit the topic the better chance you have that someone did not already take it.
   c. Consider your audience when selecting the topic. What will students be interested in? What is a topic that students could learn something about?
3. Notify the professor when you want to present (first come first serve)
4. Create a 20-minute presentation. You will be timed and cannot go over your allotted limit.
   a. Consider how you can make the presentation interesting to students. Have can you involve them? How can you make sure not to lecture to them/just read to them? In developing your presentation you should be considering why students should care, why does it matter to them and why they should be
5. All students will submit their final presentations April 29th. Presentations will be given on April 29th, May 6th and May 13th.

6. Students must develop their presentation using PowerPoint. When you are going to give your presentation please be sure to bring it on your flashdrive or email it to me ahead of time.

7. Students need to develop/distribute a handout related to the topic with either references, key points or information that the students can use.

8. Students will receive anonymous feedback from the other students on their presentation and delivery.

The PowerPoint presentation submitted on 4/29 will be graded equally for all team members. Team members will be graded during their actual presentations based on their contribution to the presentation, how they personally delivered their part of the presentation and how they worked with their partner. Each member’s overall grade for the assignment may vary. Grades will be based on the following:

**Presenter**
- How did the presenter appear? Did they look confident and professional?
- Pace, volume, tone of the person’s voice/speech. Speaking articulately and limited use of filler words
- Did the presenter seem well prepared, organized and informed?
- Did the presenter rely heavily on their notes/the slides?
- Good eye contact, posture, body movement

**Content of Presentation/Topic**
- Was the information presented clearly? Was the information well organized?
- Was sufficient information provided?
- Was the purpose of the presentation understood?/Was the agenda and topic clear?
- Did students learn anything?/Was the presentation interesting/unique?
- Did the presenter use any strategies to keep the audience’s attention?
- Was the audience engaged/incorporated into the presentation somehow?

**PowerPoint Slides**
- Was the information easy to understand/read? Was there too much information?
- Did the visual aids help the presentation?/Was it visually appealing? (graphics, layout, text, colors etc)
- Were there any errors, typos or mistakes?
- Was the order of the slides logical?
- Were the slides changed after they were submitted? (They can’t)

**Following Directions/Teamwork**
- Did the team exceed the time limit?
- Did every team member participate?/Was there balanced contribution?
- Did presenters transition well between each other?
- Was the presentation cohesive? Or did it seem like two separate presentations?
- Was a handout given out?

**Overall Presentation**
Your classmates will be asked to vote for their favorite presentation. The winning team will receive 15 extra points for their overall score. Team presentations/PowerPoint is worth 300 total points.

**Final Paper Grade**
Your grade on the final paper will be determined by the following:
- Did you submit a 5 paper? Standard font type size such as 12-point font (Times New Roman/Arial) Double spaced, 1-inch margin. Not including your reference page
- Did you clearly address the following in your paper?
  - 3 key lessons learned from the class
    - Did you include how/where you learned the lesson?
- Did you include specific references to your readings, class discussion, the speakers etc?
  - How will you apply what you learned to your career?
  - Why professional skills/soft skills are important or not important?
    - Did you include supporting evidence?
    - Did you include specific references to your readings, class discussion, the speakers etc?
- Does your paper overall reference your textbooks, articles, readings and what the speakers said?
  - Did you clearly note the reference/source in your paper?
- Did you conduct and include any additional research beyond what you learned/read in class?
  - Did you reference your additional research/readings?
- How well written was the paper? Were there typos, spelling or grammatical errors? Was the paper well organized?
- Was your paper handed in on time?