

**PROFESSIONAL DEVELOPMENT AND LEADERSHIP**  
**EDL 272, section 1**  
**Spring 2006, Tuesdays 3:00pm – 4:50pm, Career Services**

**Instructor Information**

Judy M. Kiyama  
Center for Student Involvement & Leadership  
520-626-1513  
[jkiyama@email.arizona.edu](mailto:jkiyama@email.arizona.edu)  
Office hours by appointment

Jackie Gill  
Career Services  
520-621-2588  
[jegill@email.arizona.edu](mailto:jegill@email.arizona.edu)  
Office hours by appointment

**Purpose of the Course**

This course is provided to help students better prepare for their transition from college into either graduate school or a career by enhancing the professional development and leadership skills necessary to be successful. Professional Development and Leadership is a 2-credit class for graduating seniors in all disciplines. The course will cover topics such as: career exploration, graduate school preparation, money management, job search strategies, and leadership and community development.

**Course Objectives**

- Understand how leadership skills can help with a successful transition into a professional setting.
- Become familiar with career development theories and models that will aid students in understanding the career development process.
- Become acquainted with concepts of career and graduate school planning, offering a systematic approach to life-long career decision-making.
- Identify and evaluate interests, skills, values, and lifestyle preferences and relate them to educational and career planning.
- Learn about resources and information that can be utilized in career decision making and goal setting when exploring academic and career options.
- Analyze job market trends and future career pathways.
- Develop decision-making skills and plan for reach self-determined goals.
- Learn basic job search and graduate school search skills and strategies.
- Begin to take an active role in the career and/or graduate school planning process.
- Increase their awareness of employer needs and expectations.
- Be better prepared for the transition into a career or graduate school.

**Expectations**

- You will be treated as a colleague in a professional setting, your attitude, investment in the course and outside activities, completion of assignments, treatment of classmates and instructors and general performance should reflect the professionalism expected in a work setting.
- Class attendance is mandatory. Much of your grade and success in this class will depend on your attendance and participation. Each absence, which does not result from a medical emergency or has not been pre-approved by the instructors, will result in the loss of 5 points from your final grade.
- Assignments are due at the beginning of class on the date indicated on this syllabus. As in the professional setting, late work will not be accepted at full credit. 20% of the possible credit will be deducted for each day the assignment is late. After a week, no credit will be awarded. Late assignments may be left at the front desk of the Career Services office, SUMC 411. Instructors are not responsible for assignments left anywhere other than the front desk of Career Services.
- Assignments need to be done in a thorough manner, typed and double-spaced and written using correct grammar and punctuation. Incorrect work will not be accepted in your full-time position and will not be accepted in this course.

- Because of the structure of this course, communication with your instructors will be crucial. Instructors can be contacted by e-mail, phone or by appointment. No walk-in hours are set at this time, office hours are by appointment only.
- This course requires a lot of independent work. As instructors, we will do our best to ensure your learning and success in this course, but you will need to take an active role in this learning. It is a lot of work, but you will learn a great deal about yourself and the world of work. Plus it will be fun and you will do some great networking for your future.

### **Special Needs**

Students needing special accommodations or special services should contact the Disability Resource Center (<http://drc.arizona.edu>) and/or the SALT Center (<http://www.salt.arizona.edu>). Students with disabilities who require reasonable accommodations to fully participate in course activities or meet course requirements must register with the Disability Resource Center (DRC). If you qualify for services through DRC, please bring your letter of accommodation to Judy as soon as possible.

### **Observance of Religious Holidays**

Students may be excused from class for religious practice, but must give two weeks advance notice to the instructors. Students will be required to make up any assignments that they miss.

### **Threatening Behavior**

Threatening Behavior is prohibited. “Threatening behavior” means any statement, communication, conduct or gesture, including those in written form, directed toward any member of the University community that causes a reasonable apprehension of physical harm to a person or property. A student can be guilty of threatening behavior even if the person who is the object of the threat does not observe or receive it, so long as a reasonable person would interpret the maker’s statement, communication, conduct or gesture as a serious expression of intent to physically harm.

### **Academic Dishonesty**

The University of Arizona observes a Code of Academic Integrity, which demands that all material submitted by a student is the student’s own work. This also pertains to a student doing his/her own work on all tests and quizzes. Failure to comply with this code will result in disciplinary sanctions. A complete copy of this code is available from the Office of the Dean of Students or the Committee on Academic Integrity.

### **Course Materials**

#### **Course Fees:**

A non-refundable fee of \$25 is required to cover the professional etiquette dinner. Fees can be paid to the Center for Student Involvement and Leadership.

**Required to Purchase:** Lock, R.D. (2005) Job Search: Career planning guide, book 2. 5<sup>th</sup> ed. Thomson Brooks/Cole Publishers.

Additional books and journals that are referenced can be checked out from the Career Services Resource Library or can be found on <http://eres.library.arizona.edu/courseindex.asp> under the instructor’s name. The password is “getajob”. Readings are not listed separately. They are listed under the following:

- A Foot in the Door
- Life after UA readings (contains the majority of the readings)
- Life after UA readings part 2 (contains the remainder of the readings)
- Resume Writing Guidelines (will also be passed out in class)

#### **Required Readings under electronic reserves:**

Arndt & Ricchini. *Budgeting* pp. 11-19 & 34-43

Feller, Honaker, & Zagzebski (2002). Theoretical voices directing the career development journey: Holland, Harris-Bowlsbey, and Krumboltz. *The Career Development Quarterly*. 49: 212-224.

Ford, C. (2001). Correspondence and Propriety in the Workplace. In *21<sup>st</sup> Century Etiquette*. NY: The Penguin Group.

Hansen, K. (2000). *A Foot in the Door*. (Part I) Ten Speed Press.

Knight, R. (2003). *A Car, Some Cash, and a Place to Crash*. (Chapters 5 and 7).

Supplemental Readings:

Bolles, R.N. (2000). *What Color is Your Parachute?* (Chapters 1 – 3) Ten Speed Press.

*Life After School Explained: The Definitive Reference Guide*. (2003). Cap and Compass Publishers.

Yate, “*Knock ‘em dead*” series

**Course Outline**

Please note: any assignments that are preceded by “\*\*” requires that you dress professionally.

**January 17<sup>th</sup>**

Topic: Course Overview, “Any Game”

Assignments:

- Life Tapestry
- Register for the Discover

**January 24<sup>th</sup>**

Topic: Career Development Models, Introduction to Holland Theory

*Reading: Feller, Honaker, & Zagzebski (2002). Theoretical voices directing the career development journey: Holland, Harris-Bowlsbey, and Krumboltz.*

*Reading: Chapters 5 and 6*

Assignments: Take the Discover

**DUE: Life Tapestry****January 31<sup>st</sup>**

Topic: Steps in the career planning/graduate school process

Guest Presenter: Dr. Dianne Horgan, Graduate College

Guest Presenter: Janice Wikgren, Engineer at Raytheon (professional contact)

*Reading: Chapters 1 and 2*

*Supplemental Reading: What Color is Your Parachute (Bolles) Chpt. 1 – 3*

**DUE: Discover Paper****February 7<sup>th</sup>**

Topic: Marketing Yourself, Overview of resume, cover letter and LIT

Guest Presenter: Laura Teso, Career Services

*Reading: Chapters 3 and 4*

*Supplemental Reading: Yate, “Knock ‘em dead” series*

Assignments:

- Cover Letter
- Resume
- Resume Critique
- LIT

**February 14<sup>th</sup>**

Topic: Networking, Interviewing, Informational Interviewing, Job Shadowing

Guest Presenter: Jack Perry, Career Services

*Reading: Chapter 7*

*A Foot in the Door (Hansen). Part I – Networking, What, Why, How, Who, and When*

**DUE: Resume, Cover letter, LIT****February 21<sup>st</sup>**

Topic: Leadership and Community Professional Panel

*Reading: A Car, Some Cash and a Place to Crash (Knight) Chpt. 7*

**February 28<sup>th</sup>**

Topic: Interviewing Skills

*Reading: Chapter 8*

Assignments:

\*\* Marketing Yourself at a Career Fair

<p><b>March 7<sup>th</sup></b>  <b>PRACTICAL ASSIGNMENT:</b></p> <ul style="list-style-type: none"> <li>• ** Informational Interview</li> <li>• **Shadowing</li> <li>• Interview and Shadowing Report</li> <li>• Thank you letter</li> </ul>
<p><b>March 14<sup>th</sup></b>  <b>SPRING BREAK</b></p>
<p><b>March 21<sup>st</sup></b>  Topic: Financial Planning &amp; Money Matters  <i>Reading: A Car, Some Cash and a Place to Crash (Knight) Chpt. 5</i>  <i>Budgeting (Arndt &amp; Ricchini) pp. 11-19 &amp; 34-43</i></p> <p><b>DUE: Interviewing, Shadowing, Thank you Letter Paper</b></p>
<p><b>March 28<sup>th</sup></b>  Topic: Ethics, Etiquette, Professionalism &amp; First Year on the Job  Guest Presenter: Kem Blanchard, Career Services  <i>Reading: 21<sup>st</sup> Century Etiquette (Ford). Chapter VII and XIV</i>  <i>Reading: Research, read, and bring back a recent article detailing a “career conundrum”.</i>  Assignments:</p> <ul style="list-style-type: none"> <li>• Case Study</li> </ul>
<p><b>April 4<sup>th</sup></b>  <b>PRACTICAL ASSIGNMENT:</b>  **Interviewing Activity</p>
<p><b>April 11<sup>th</sup></b>  <b>PRACTICAL ASSIGNMENT:</b></p> <ul style="list-style-type: none"> <li>• **Etiquette Lunch to be held in the Ventana Room, SUMC</li> <li>• Reflection Exercise</li> </ul> <p><b>DUE: Interviewing/Marketing Paper</b></p>
<p><b>April 18<sup>th</sup></b>  Topic: Securing the job after you’ve gotten the interview, the art of negotiations  <i>Reading: Chapters 9 and 10</i>  Assignment:</p> <ul style="list-style-type: none"> <li>• Final Presentation</li> </ul> <p><b>DUE: Case Study</b>  <b>DUE: Etiquette Reflection</b></p>
<p><b>April 25<sup>th</sup></b>  <b>**Final Presentations</b></p>
<p><b>May 2<sup>nd</sup></b>  <b>**Final Presentations</b></p>

**Attendance**

Attendance is expected at all class sessions. Because of the structure of the course, students are required to attend all classes. . Each absence, which does not result from a medical emergency or has not been pre-approved by the instructors, will result in the loss of 5 points from your final grade.

## Assignments

### ***Life Tapestry:*** (10 points)

Your assignment is to create a tapestry (or timeline) of your life that shows what has inspired you to pursue your given profession / graduate school.

Emphasize (highlight) the significant or major events in your life:

Where have you been?

Where are you now?

Where do you hope to be in the future?

Your future goals can be represented in whatever way you choose to help you recognize your purpose for pursuing this profession. For example, your life tapestry can be displayed in poster form as a timeline or detailed graph or in written form. Ask yourself: What would I like to express? What do I value? What inspires me? What future desires motivated me to pursue this profession? (values, family, relationships, education, divorce, loss of job, etc.) What will my career look like after I'm finished and preparing to retire?

The challenge is to be as creative as you can. There are no boundaries in making this tapestry of your life. It is yours to create as you see fit. You are the creator, and this is your masterpiece. It will reflect your thoughts and feelings, your life in the past, present and future.

Materials you might use: photos, poems, essays, art, clipart, dried flowers, religious items, cards, ticket stubs, notes, symbols, colored paper, fabric, yarn, music, and anything else you think is appropriate.

You will present your project in class and describe for us how your project represents your past, present and future in regards to your professional pursuits.

DUE JANUARY 24<sup>TH</sup>.

***Discover Paper:*** (10 points) This paper is to be written after you have taken the Discover assessment offered by Career Services. You are to use the information provided by your Discover report and creative thinking to develop what an ideal job or work situation would be like for you. You must use the questions provided in the assignment outline (see below) as a guide. Do not limit yourself to potential obstacles or grades, this is a "dream job", be creative! This paper should not be less than 3 pages. DUE JANUARY 31<sup>ST</sup>

### **Guidelines for the DISCOVER Paper**

Using the information provided by your Discover career portfolio, as well as creative thinking, develop what an ideal job or work situation would be like for you. Use the following questions and sections as a guide. Do not limit yourself to potential obstacles or grades, this is a "dream job", be creative! This paper should not be less than 3 pages.

Guiding Questions:

#### SELF-ASSESSMENT

1. Review the interpretative career portfolio generated from the Discover assessment. What were your top suggested career areas? What do you think about these suggested career areas? Did the results surprise you? Summarize the information reported.
2. How closely does this information reflect your own choice of major or career?

## WORLD OF WORK

### Interests

1. Nature of Work: “Work” has a negative meaning for some, feel free to use the word “activity” instead. What would you like to do? Are there certain products you would like to make, or certain services you would like to perform? What responsibilities would you like to take on? Remember, it is best to think of work as putting forth energy, something that you would do because of the nature of the activity itself, even if you were not paid for it. When you think of “work” this way, it’s more like “play” – an activity you would throw yourself into without thinking how much energy is involved.
2. Advantages and Disadvantages: What positive characteristics do you want for your ideal job to have? What negative characteristics do you want to avoid in your work?

### Abilities

3. Education training: How far do you have to go in school? Is graduating with your bachelor’s degree going to fulfill the educational training needed for your desired position? If additional schooling is not in your immediate plans, what about work experiences outside of school or on-the-job training?
4. Skills/Abilities: What skills do you have or could you develop that you would enjoy using while working? Notice the word enjoy – remember, you are thinking about your ideal job. Think of physical skills such as using your hands, motor coordination, strength and endurance. Think of intellectual skills such as solving problems and analyzing. Consider relationship skills like teaching and helping people. Think of using numbers, writing skills, organizing things, reading ability, playing musical instruments, all sorts of artistic skills, designing ability, and on and on.
5. Personality Characteristics: What are the characteristics of typical workers in your ideal work activity? What kinds of people do you want to work with? Age ranges? Percentages of males and females? Various cultures? What are their interests?

### Values

6. Pay and Benefits: What would be your beginning, average, and top salary per year (or week or hour)? How much money would be needed to live the kind of life you wish to live? Use the value of today’s dollars (or the value of the dollars in your home country) to measure the cost of your lifestyle. There is more to this job description than you might think, because it could involve possible family obligations, major expenses such as home and car, other costs of living such as food, clothes, furniture, appliances, and recreational activities.
7. Ideal Working Conditions: What kind of physical environment do you want to work? Inside or outside? Office, factory, home, traveling or a store? Work schedule – what part of the year, week or day? Do you have a management style from your supervisor that you prefer? Will you be required to dress professionally, in a uniform, or casual?
8. Location of Employment: Where do you want to work? Think in terms of type of work organization and geographical area.

9. Employment and Advancement Outlook: How much competition for the job do you want to encounter? At what level do you want to start in this work? How far and how fast do you want to go up the career ladder?
10. Personal Satisfaction: What values do you want expressed in your work? What will it take in your ideal job to give you personal satisfaction?

### SUMMING IT UP

Think about the retirement article that you turned in. Does the article that you wrote reflect the interests, abilities, and values talked about in this paper? What have you learned working through this process of creating your ideal job? Where does this leave you (i.e. what's next)?

**Resume:** (10 points) Your resume is an integral part of your full-time of graduate school search. It is a marketing piece that you should be proud to share with potential employers. Write your resume based on the criteria of the given in class.

After completing the resume, have it critiqued by one of the Career Ambassadors in the Office of Career Services. Their resume check hours can be found on the calendar at [www.career.arizona.edu](http://www.career.arizona.edu). Have the Career Ambassador sign the resume and turn in that copy, along with a clean, updated copy.

You will also need to turn in an unofficial copy of your Leadership and Involvement Transcript. If you have not yet signed up for the LIT, this assignment will also require a meeting with a CSIL staff member for advising on how to complete the LIT.

DUE FEBRUARY 14<sup>TH</sup>

**Informational Interview, Shadowing, Thank you letter:** (50 points): You will be required to research your occupation of interest, find a contact in that field and set up an informational interview and 4 hours of job shadowing with that individual. A reflection paper will be required and due on March 22nd. It should include four sections:

- I. General information about your field of interest found through resources discussed in class. What is the nature of the work? What are the working conditions? What is the employment outlook and average salary? What training and qualifications are necessary? (3 pages)
- II. Informational Interview: What general information did you find out about your occupation of interest that you did not research in other sources? What did you find out about the specific organization that your interviewee works for? What was the interviewee's career path? What inside advice did your interviewee have for you? (3 pages)
- III. What a typical day is like for that professional. What did you observe? How was their time used? Who do they interact with? What is the work environment like? What skills did they use? What are they doing to continue their training? (3 pages)
- IV. A copy of the thank you letter sent to that professional (1 page)

DUE MARCH 21<sup>ST</sup>

**Interviewing/Marketing Report:** (10 points) At this point you will have participated or conducted the following: 1) a marketing/networking opportunity at the Career Fair, 2) Mock interview session with Career Services. Your assignment is to write a 2 page reflection paper on the experience. Important points to consider (but not limited to) are: benefits, changes that you would suggest for either the Career Fair or the mock interview, feedback that you received from both, important contacts that were

made at the Career Fair, and how you will use or incorporate both into your future career or graduate school plans. DUE APRIL 11<sup>th</sup>

**Case Study:** (10 points) You will be responsible for researching an article based on an ethical dilemma or career conundrum. You will be working through a case study based on the article that you researched. You are to write a three page paper discussing at least three different actions or viewpoints regarding this case and what action you would take in this case and why. It is important that you rationalize this choice. DUE APRIL 18<sup>th</sup>

**Etiquette Lunch Reflection Exercise:** (10 points) After attending the Etiquette Lunch, please write a 2- page reflection paper answering the following questions. In what ways did the lunch provide you with opportunity to learn the basics of business protocol and dining etiquette? What needed to change about the lunch in order to better prepare you for business dining? Perhaps this experience will instill the desire to learn more about our own culture's need for increased civility and grace, and also that of other countries in an ever-shrinking world of diverse cultures. How did the lunch address the global issue of increasingly diverse cultures? What could have been added in this regard? Feel free to include any other feelings and outcomes regarding the assignment. DUE APRIL 18<sup>th</sup>

**Final Presentation and Portfolio:** (100 points) There is no final in this course. Your final project will be a professional presentation. You will be expected to prepare a 5 minute marketing presentation for a “dream job”. Students are expected to research and print out a “dream job” listing. This job listing needs to be a position that is currently listed and accepting resumes/applications. For this assignment you will be required to prepare and turn in the following:

- Job listing
- Professional portfolio including:
  - Cover Letter or Personal Statement
  - Resume
  - References
  - LIT
  - Writing Sample
  - Any other pieces related to your field

You will be presenting yourself to your peers as well as a hiring panel. Your goal during your presentation is to convince the hiring panel of why you should be hired for this position. You are strongly encouraged to make use of visual aids such as overheads or power point. You are to treat this presentation as a real panel interview therefore, you are also required to bring enough materials (job listing, portfolio, copy of power point presentation, etc) for the panel (4 people), for your instructor, and potentially for your audience (at least – a copy of the job listing and presentation materials). The panel will also have 5 minutes to ask you questions.

Your entire presentation/questions will be 10 minutes. This is professional dress. Late assignments will not be accepted.

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### **Grading Overview**

6 out of class assignments –

60 points (10 points each)

Informational Interview/Shadowing assignment -	50 points
Final presentation/portfolio –	100 points
Participation -	20 points

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total -	230 points
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A	207 – 230 points
B	184 – 206 points
C	161 – 183 points
D	138 – 160 points
F	0 - 137 points