



## **COURSE SYLLABUS**

Course: **WCOB 3043 From Books to Boardrooms**

Prerequisite: Junior standing

### **Course Description:**

This online course examines the pursuit of life-fulfilling career choices and identifies the skills necessary to be successful as a professional in the workforce. Self-assessment and career exploration strategies will be examined using career development theories. The class focus is on decision-making principles, understanding personal characteristics and skills, exploring and researching occupations, networking with business professionals, identifying leadership opportunities, enhancing business communications skills, job searching, offer evaluation and negotiation, workplace success skills, college to work transition, and gaining an understanding of ethical decision-making in the workplace.

*Business majors may not use course towards upper level business credit, but may be used toward non-business elective credit.*

### **Course Delivery:**

Online through Blackboard: <https://learn.uark.edu/webapps/login/> - Username and password should be the same as your username and password to login and check your University of Arkansas email and ISIS login.

### **Text:**

No required text (see readings below).

### **Goal:**

This course is designed to provide students with the opportunity to obtain the tools necessary to begin the process of professional self-awareness; progress successfully through the job search process; and to launch their post-graduate, professional careers with confidence and a bright outlook on the future. Essentially, students will become job ready to enter the workforce after college.

### **Competencies:**

Upon completion of this course, the student should be able to:

- Understand various career development theories.
- Apply decision-making strategies, including setting short- and long-term goals in career planning and career management.
- Identify and analyze personal and work values, personality preferences, motivations, interests, and skills.
- Research occupational and career information using the Internet and other resources.
- Discuss business ethics and the values of workforce diversity.
- Demonstrate effective oral and written business communication skills.
- Explore leadership opportunities.

- Activate Razorback CareerLink account and upload resume.
- Prepare for interviews efficiently and interview effectively using critical thinking skills.
- Provide examples of active networking experiences with business professionals.
- Understand appropriate workplace image and attitude.
- Evaluate job offers and understand negotiation principles.
- Transition successfully from college to the workplace.

**Content:**

The course will focus on the following topics:

- Career development theories and strategies
- Decision-making principles
- Career skills, competencies and interests inventories
- Personality preferences
- Aptitudes and abilities
- Work values and ethics
- Occupational fields and occupational trends
- Goal setting
- The value of networking
- Leadership opportunities
- Job search skills
- Resumes and business letters
- Razorback CareerLink (online job/on-campus interview system) and job searching in the 21<sup>st</sup> century
- Business communications – verbal and written
- Workplace success
- Job offer evaluation
- Business ethics
- Job readiness
- Workplace attitude
- First 100 days on the job

**Blackboard Course Communication and Online Course Environment:**

This course utilizes **two** primary channels of communication as part of the online course environment.

The channels of communication for this course include:

- **Blackboard** – Blackboard is a web-based course-management system designed to allow students and faculty to participate in classes delivered online. Blackboard is an online, continuous learning environment available to you at <http://learn.uark.edu> Blackboard enables instructors to provide students with course materials, course readings, discussion boards, online quizzes, assignment drop box, grade access and other class resources and content. The Announcements section of Blackboard is also important to pay attention to as there will be announced events and potential additions to weekly assignments.
- Get the **Blackboard mobile APP** at: <http://bbsupport.uark.edu/mobile/>
- Blackboard support and help materials at: <http://bbsupport.uark.edu/> , 479.575.6804 and [bbhelp @ uark.edu](mailto:bbhelp@uark.edu)

- **Email – Each student is individually responsible for timely attention to ALL emails received from the instructor!** These emails may contain, but are not limited to, weekly wrap-ups, announcements of events, changes in course deadlines/assignments and the announcement of potential pop quizzes. **Emails, as well as Blackboard announcements, either posted by the instructor or Blackboard administrators, should be considered part of the “lecture” material for this course. READ ALL EMAILS AND BLACKBOARD ANNOUNCEMENTS.**

### **Class Participation and Evaluation:**

Since this is a web-based course, your success in this class depends on your active and regular participation. Therefore, you should make every attempt to complete all assignments and participate in all discussion board topics.

The grade for each student will be based on the following:

Students are expected to complete all weekly assignments, including individual assignments, quizzes (regularly assigned and pop-quizzes) and discussion board posts by Tuesday at 5:00 pm of the corresponding week. See *Weekly Assignments* listed below for more information.

Students are expected to participate in the discussion of readings and other class materials as part of the class assignments and weekly topics. Your meaningful contribution, through discussion board posts, within the online class learning environment is expected for full-credit. This can be done by making sure that your posts are both meaningful and relevant. Participation posts should be in the appropriate discussion forum. **A good guideline is that each student must post two - four posts per week. To do this, you should read, analyze, and respond constructively to questions and comments from the instructor and other students. Students should also draw conclusions, highlight key points, and apply course material to real life situations. A quality post advances the discussion by contributing additional information or perspective.** As discussions will be a key means of my facilitating your learning, I want to emphasize that your discussion board posts should be considered assignments and you do receive points for quality posts.

On Tuesday, at 5:01 pm, the instructor will introduce and post the next, weekly topic(s) for examination and discovery. By 5:00 pm, Tuesday of the next week, the student should have completed and submitted all associated class reading individual assignments, quizzes and discussion board posts. See below for more details. Any Blackboard technical difficulties should be reported at once by emailing the instructor and Carolyn Smith at [csmith@walton.uark.edu](mailto:csmith@walton.uark.edu).

### **Grammar and Spelling:**

Pay attention to proper grammar and spelling in all posts and assignment submissions. You will not receive credit for posts and assignments that contain blatant grammatical and spelling errors.

### **Grading:**

The grade for each student will be based on the following:

- **Completion of all class assignments.** Readings, assessments, quizzes, written assignments and discussion board posts are all due by 5:00 pm, Tuesday of each week. A group project and final exam are due on assigned due dates. You are expected to complete each weekly topic's associated assignments and submit all assignments and post as outlined in the class timeline listed within this syllabus. **Late assignments will not be accepted unless due to emergency circumstances. Contact the instructor immediately if you are experiencing an emergency.**

### **Grading Scale:**

The grading plan for this class is criterion-based, meaning that you are not competing with others, but will be graded only according to how many points you have earned in relation to the number of points possible. There are points possible for this course. The final scores will be computed as follows:

- **Discussion Board Posts Discussion Board Participation, Individual Assignments, Quizzes and Pop Quizzes = 190 points**
  - **Final: Group or Individual Project = 100 points**

**Total Regular Points Possible = 290**

#### **For a grade of “A”:**

Earn a minimum of 261 points.

#### **For a grade of “B”:**

Earn a minimum of 232 points.

#### **For a grade of “C”:**

Earn a minimum of 203 points.

#### **For a grade of “D”:**

Earn a minimum of 174 points.

If you fail to achieve at least 174 points, you will receive an “F” for the course.

**There will be extra point opportunities! Watch for them to be communicated to you via email and/or Blackboard announcement!**

**Pop Quizzes** – There will be at least one pop quiz in this class, if not more than one. You will be notified by email and in Blackboard that you have a pop Quiz due. You are given at least 72 hours to complete the pop quiz.

**Point totals can change with the addition or subtraction of any assignment with the instructor’s discretion!!**

### **Syllabus Change:**

The instructor reserves the right to make changes as necessary to this syllabus, including adding or omitting assignments, pop-quizzes and tests. If changes are made, advance notification will be given to the class.

### **Academic Honesty:**

The application of the University of Arkansas Academic Honesty Policy, as stated in the Student Handbook, will be fully adhered to in this course. Grades earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware of the University of Arkansas Academic Honesty Policy. Academic dishonesty involves acts which may subvert or compromise the integrity of the educational process.

**Accommodations:**

Students with disabilities requesting reasonable accommodations must first register with the Center for Educational Access. The CEA is located in the Arkansas Union, room 104 and on the web at:

<http://www.uark.edu/ua/csd/>

The CEA provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness.

**Student Behavior:**

Appropriate online classroom behavior is expected of the instructor and all students. Inappropriate and disruptive online classroom behavior (inappropriate language, disruptions, disrespect to other students or instructor, and other inappropriate behavior as determined by the instructor) will not be tolerated and will result in disciplinary action as per the Student Handbook.

**Inclement Weather:**

If classes are cancelled (University of Arkansas closes), a recording will be available at the phone number 575.7000 and announced on television and/or radio (KUAF 91.3). This recording will also include Razorback Transit operations information as well. Please see the inclement weather policy located on the University’s web page ([www.uark.edu](http://www.uark.edu)) for further information. If classes are cancelled on a Tuesday (last day to turn in weekly assignments), assignments will be due, for that week’s topic, **on the next business day the University of Arkansas reopens.**

**Disclaimer:**

**The instructor may deviate from the schedule. Changes will be announced in Blackboard and via email.**

**Class Timeline - Weekly Class Topics, Learning Objectives and Assignments**

**WCOB 3043: From Books to Boardrooms  
Weekly Assignments and Due Dates and Final Project Information**

Web-based Class Meetings/Topics	Learning Objectives	Assignments
<p><b>Week 1 (August 21, 5:01 pm – August 28, 5:00 pm):</b> Welcome to <i>From Books to Boardrooms</i> – Your Personality and Career Matching, Part 1</p>	<ul style="list-style-type: none"> <li>• Clarify the expectations and goals of the course.</li> <li>• Visualize dreams of childhood careers and link to present career focus or lack of focus.</li> <li>• Discover and investigate career development theory by Ginzburg, Super and Holland.</li> </ul>	<p><b>Individual Assignments:</b> Complete Assigned Reading and Discussion Board Activities.</p> <p><b>Reading (Week 1 &amp; Week 2):</b> Mowfay, L. (2006). <i>Career development theory and process</i>. 10 pages</p> <p><b>Discussion Board Activities:</b> Answer the three questions in the “Tell Us About Yourself” forum.</p> <p>From the reading for the week, In the article, <i>Career Development Theory and Process</i> (Week 1 Reading Assignment), the author Mowfay states, "According to Holland, the</p>

		<p>matching process is a two-way street; people search for work environments that are compatible with their personalities, and work environments are created to attract certain types of people" (p. 1). Do you agree with Holland's two-way street matching process theory? Why or why not? And, do you know any people who are unhappy in their current jobs? Why do you think they are unhappy?</p> <p><b>Please post an affirmation that you have read and understand the syllabus.</b></p> <p>Please remember to interact with other class members by reading and responding/discussing their forum posts as well.</p>
<p><b>Week 2 (August 28, 5:01 pm – September 4, 5:00 pm):</b> Your Personality and Career Matching, Part 2</p>	<ul style="list-style-type: none"> <li>• Explore John Holland's theory of six personality types.</li> <li>• Introduce and define the concept of personal career development.</li> <li>• Discuss personality types and career matching.</li> </ul>	<p><b>Individual Assignments:</b>  <b>COMPLETE READINGS FIRST!</b> Re-read pages 1-3 in <i>Career development theory and process</i> article from Week 1 - These pages focus on John Holland's six personality types. Also, read the Wikipedia entry for Holland Codes.</p> <p>Once you have completed the readings, complete the worksheet "Knowing your 'Holland Code'" (you do not need to turn this worksheet in, just complete it).</p> <p>Lastly, post in the Discussion Board/Forum and complete Quiz 1.</p> <p><b>Readings (2):</b></p> <ul style="list-style-type: none"> <li>• Mowfay, L. (2006). <i>Career development theory and process</i>. Re-read pages 1 -3</li> <li>• Holland Codes  <a href="http://en.wikipedia.org/wiki/Holland_Codes">http://en.wikipedia.org/wiki/Holland_Codes</a></li> </ul> <p><b>Discussion Board Activity:</b>  From Wikipedia's list of "Example Professions", choose a profession that most interests you from the first letter/personality type of your Holland Code and post the personality type (i.e. Realistic) and profession (i.e. Information Technology).</p> <p>Please remember to interact with other class members by reading and responding/discussing their forum posts as well.</p> <p><b>Quiz 1:</b> Complete questions 1 – 7.</p> <p><b>Final Project Selection:</b> You must self-select to either work on the Final Group Project OR choose a Fayetteville Chamber of Commerce</p>

		<p>project to work on as your Individual Final Project by posting your selection in Blackboard.</p> <p><b>Extra Credit: See Blackboard Discussion Board for articles.</b> For 10 extra credit points, I would like you to either defend the U.S. government's choice to dip into retirement funds to cover debts and the increase we have seen in the country's debt to almost \$15 trillion or tell the class why you think this is a bad idea. Either stance you take, I'd like for you to support your opinion with research (from any reputable resources - online, etc.). No word limit, just make your case convincingly!</p>
<p><b>Week 3 (September 4, 5:01 pm – September 11, 5:00 pm):</b> Resume and Business Letter Development as well as Razorback CareerLink</p>	<ul style="list-style-type: none"> <li>• Describe and practice writing resumes and business letters.</li> <li>• Investigate the body of a well-written resume, including a professional summary/profile, work experience, education, business projects, leadership and honors.</li> <li>• Identify common resume errors.</li> <li>• Discuss the purpose of cover letters, thank you letters and practice writing cover letters, email letters and thank you letters.</li> <li>• Explore and understand the purpose of Razorback CareerLink.</li> <li>• Explore Indeed.com.</li> </ul>	<p><b>Individual Assignments:</b> Complete all readings. <i>Develop a Resume-</i> Create a resume using Optimal Resume. <i>Develop a Letter-</i> Create a thank you letter or another letter of your choice from Optimal Resume (Letter Builder feature). Complete your Profile in Razorback CareerLink and upload your resume as well. Please note: If you have already developed a resume and/or letter using another system, and you think both documents are good, turn these in by emailing them to me for review; however, I would like you to login to OptimalResume, so that you can see the resources available to you.</p> <p><b>Readings (3):</b> <i>Resumes &amp; Letters (2012), Razorback CareerLink (2012), Sam M. Walton College, and Indeed.com (2012).</i></p> <p><b>Discussion Board Activity:</b> Do not post on all three topics listed in the Week 3 Discussion Board - just choose the one that fits you and post for that topic.</p> <p><b>Quiz 2:</b> Identify the errors in the posted resume.</p>
<p><b>Week 4 (September 11, 5:01 pm – September 27, 5:00 pm *extra days until assignments are due because of Career Fairs, but Week 5 will still be released on Tuesday, September 25, 5:01pm, as usual):</b> Career Readiness, Career Searching and Career Fairs</p>	<ul style="list-style-type: none"> <li>• Consider the various types of college recruiting efforts made by employers.</li> <li>• Explore the role of the Internet as a job search and educational tool for the job seeker.</li> <li>• Understand the purpose of a Career Fair.</li> <li>• Explore leadership opportunities available in students organizations, professional organizations and civic/community service organizations.</li> </ul>	<p><b>Individual Assignments:</b> Complete all readings. Attend the Business Career Fair and sign-in at the fair. <i>See alternate assignment option, if you are unable to attend the Business Career Fair.</i> Post in the Discussion Board.</p> <p><b>Readings (6):</b> <i>21<sup>st</sup> century job search revolution (Joyce, 2010), Fall 2012 Business Career Fair (Career Center, 2012), Four Steps to Career Fair Success (Job Choices, 2012), Making Career Fairs Work for You (Job Choices, 2012), Connect at the Career Fair (Job Choices, 2012), and Center for Leadership and Community Engagement (University of Arkansas, 2010)</i></p>

		<p><b>Discussion Board Activity:</b> List 2 companies who attended the Business Career Fair that interest you professionally and explain why they interest you. Also, tell the class what type of career options these companies have available that interest you and why. <i>See alternate assignment option, if you are unable to attend the Business Career Fair.</i></p> <p>List 2 registered students' organizations (RSO) which interest you and will provide you with leadership development opportunities. Also, provide the class with a URL, if available, for these RSOs.</p> <p><b>Extra Credit Opportunity:</b> For 5 extra points, attend Extreme Makeover- Resume Edition (<i>see Week 4 message for details.</i>)</p>
<p><b>Week 5 (September 25, 5:01 pm – October 2, 5:00 pm):</b> Real Career Strategy: part 1</p>	<ul style="list-style-type: none"> <li>• Understand and explore the concept of informational interviewing. Gain insights regarding a specific career path through information interviewing.</li> </ul>	<p><b>Individual Assignments:</b> Complete ALL readings first! Once you have completed the readings, you must make contact with a professional who works in career/profession of interest to you and conduct an informational interview with this person (<i>see Blackboard for full details on this assignment</i>).</p> <p><b>Reading (1):</b> <i>Informational Interview (Crosby, 2002).</i></p> <p><b>Discussion Board Activity:</b> Post your interviewee's name, answers to the eleven questions listed in the Informational Interview Outline in Blackboard, plus two of your own for a total of thirteen questions.</p>
<p><b>Week 6 (October 2, 5:01 – October 9, 5:00 pm):</b> Real Career Strategy: part 2</p>	<ul style="list-style-type: none"> <li>• Examine projected employment trends by exploring the Department of Labor's employment projections and the Bureau of Labor Statistics' reports.</li> <li>• Understand the War for Good Jobs.</li> <li>• Explore the global shortfall of jobs and unemployment.</li> <li>• Examine onboarding and costs of onboarding to employers.</li> <li>• Discuss the future of the labor force.</li> </ul>	<p><b>Individual Assignments:</b> Complete ALL readings first! Post in the Discussion Forum. Don't forget to read and respond to other students' Discussion Board/Forum posts. Complete Quiz.</p> <p><b>Readings (4):</b> Read Bureau of Labor Statistics'</p> <ul style="list-style-type: none"> <li>• <i>Employment projections: 2008 – 2018.</i></li> <li>• <i>Table 3. The 10 industries with the largest wage and salary employment growth, 2008-2018.</i></li> <li>• <i>Table 6. The 30 occupations with the largest employment growth, 2008-2018.</i></li> <li>• <i>Table 9. Employment and total</i></li> </ul>



		<p><i>openings by postsecondary education or training category, 2008-2018. And...2011 State of Northwest Arkansas Report (2011), The War for Good Jobs (n.d.), and How Much Does Onboarding Cost (2011).</i></p> <p><b>Discussion Board Activity:</b> After reading through the U.S. Bureau of Labor Statistics' employment projections, give your opinion as to whether or not you believe the economic climate in the U.S. will be strong or weak in the year 2018 and provide a reason why you feel the way you do. Also, give your opinion regarding the future of "Corporate America" in the year 2018. How will the American Labor Force, particularly graduates from your college (Walton, Bumpers, etc.) fare during the next 8 years?</p> <p>Please remember to interact with other class members by reading and responding/discussing their forum posts as well.</p> <p><b>Group Discussion Board Activity:</b> Group posts the group name for your consulting company. (2 points extra credit) – More details listed in Final Group Project Assignment folder.</p> <p><b>Quiz 3:</b> Complete 11 questions.</p> <p>Possible pop quiz???</p>
<p><b>Week 7 (October 9, 5:01 pm – October 17, 5:00 pm)</b>  <b>**Extra day given due to Fall Break:</b> Executive Interviewing Skills</p>	<ul style="list-style-type: none"> <li>• Explore the various types of interviewing, including: Traditional/Conversational, Behavioral/Situational, Case, Group and Phone.</li> <li>• Examine typical conversational and behavioral interview questions.</li> <li>• Understand and become familiar with the STAR Method to develop professional interview answers.</li> </ul>	<p><b>Individual Assignments:</b>  Complete two mock interviews (at minimum 5 questions each interview) using online interview trainer – Optimal Resume~Interviews.</p> <p><b>Readings (2):</b>  <i>Interviewing Skills (Walton College Career Center, 2010) &amp; STAR Method for Selling Yourself in Interviews (Walton College Career Center, 2009).</i></p> <p><b>Video (2):</b>  <i>Easy Steps to a Lasting First Impression (Miller 2012), and How to Ace any Interview (Miller 2012).</i></p> <p><b>Discussion Board Activity:</b> List the hardest question you encountered during the mock interview in Optimal Resume~Interview and provide your answer to these hard questions.</p> <p><b>Quiz 4:</b> Write one paragraph answers to two mock interview questions using the STAR Method.</p>

<p><b>Week 8 (October 16, 5:01 pm – October 23, 5:00 pm):</b> Workplace Image and Attitude</p>	<ul style="list-style-type: none"> <li>• Students will examine how people’s perceptions are developed based on one’s level of business etiquette.</li> <li>• Students will examine real-work examples of how social and business etiquette can be tricky, and making the right moves can make a big difference.</li> <li>• Understand how to avoid conflict in the workplace.</li> <li>• Examine proper workplace etiquette.</li> <li>• Understand how to make introductions.</li> <li>• Students will work in online groups/teams to develop an outline and strategize the final group project.</li> </ul>	<p><b>Group Assignment:</b> Groups meet in Blackboard (or in-person, it’s up to you) to discuss and outline your final group presentation. Presentation outline will be due in Week 9.</p> <p><b>Readings (4):</b> <i>Workplace Etiquette: How to Avoid Conflict in the Workplace (Sichel, n.d.) and Networking Etiquette (Shiff, n.d.), and Social &amp; Dining Etiquette (2011).</i></p> <p><b>Videos (2):</b> <i>Workplace Etiquette &amp; Advice : How to Behave at a New Job (Campbell, 2008), Workplace Etiquette Tips: How to Meet Deadlines (Campbell, 2008),</i></p> <p><b>Discussion Board Activity:</b> Please provide an example of incorrect business etiquette you have witnessed and give us an example of how the situation could have been handled correctly.</p> <p><b>Quiz 5:</b> Based on the readings, videos and common sense.</p>
<p><b>Week 9 (October 23, 5:01 pm – October 30, 5:00 pm):</b> Business Communications-- Presentations</p>	<ul style="list-style-type: none"> <li>• Students will understand individual personal strengths and areas for improvement in communicating through the five key elements of business communication: purpose, tone, audience, content, and style.</li> <li>• Students will have a clear understanding of the four major components of a presentation: content, delivery, visuals and Q&amp;A.</li> </ul>	<p><b>Individual Assignments:</b> Post in Discussion Board for the week.</p> <p><b>Readings (3):</b> <i>Uncovering Steve Jobs’ Presentation Secrets (Gallo, 2009), The Five Key Elements to Nonverbal Communication in Business (Hopkins, 2005), and How to Make a Good Presentation (Darlington, 2009).</i></p> <p><b>Videos (4):</b> <i>Steve Jobs’, Apple, Presentation (2007), Rice Business Students’ Disney Stock Presentation (2009), Speaking Confidently; Getting Rid of Uptalk or a Croaky Voice (2012), and Learn to Use Powerful Body Language (2012).</i></p> <p><b>Final Project Groups and Individual Presenters - Discussion Board Activity:</b> Group leaders will provide an outline of group project presentation for all groups to see or individual presenters provide an outline of project presentation.</p> <p><b>Individual Assignments:</b> Share your opinion of Steve Jobs’ and the Rice Business students’ presentation skills and grade their presentations.</p>
<p><b>Week 10 (October 30, 5:01 pm – November 6, 5:00 pm):</b> The Offer, Negotiation and Evaluating Company Benefits</p>	<ul style="list-style-type: none"> <li>• Ability to evaluate a job offer, including salary, bonus program, career path options, benefits, work-life balance, work hours, travel expectations, company culture and</li> </ul>	<p><b>Individual Assignment:</b> Evaluate sample job offer, including benefits program by listing, in order of importance, the components of the offer which led you to accept the position.</p> <p><b>Reading (6):</b> <i>Evaluating a Job Offer (Bureau of</i></p>

	<p>flexibility.</p> <ul style="list-style-type: none"> <li>• Understand when and how job offer negotiation is possible, as well as negotiation techniques.</li> </ul>	<p><i>Labor Statistics, 2009), Michael Smith’s Updated Resume (2011), AT&amp;T New Hire Benefits Guide (n.d.), AT&amp;T Sample Job Offer, Successful Salary Negotiations (2011), Job Outlook (2012)</i></p> <p><b>Discussion Board Activity:</b> After reading the assigned reading for the week and reviewing Michael Smith’s resume and AT&amp;T job offer, please post your opinion (supported from your findings in the readings) on the attributes of Michaels’ offer listed in the Discussion Board.</p> <p><b>Quiz 6:</b> Based on the readings.</p>
<p><b>Week 11 (November 6, 5:00 pm – November 13, 5:01 pm):</b> First 100 Days on the Job</p>	<ul style="list-style-type: none"> <li>• Examine the school to work transition and coping mechanisms.</li> <li>• Understand how individual workplace performance is judged from day one.</li> <li>• Understand how to make the most of the “honeymoon” stage of being a new employee.</li> </ul>	<p><b>Readings (3):</b> <i>Your First 100 Days on the Job (Bodeau, 2006), Making the Transition from College to Work (Bruce, 1998), and How Job Anxiety Can Help You Succeed (Wolgemuth, 2008).</i></p> <p><b>Video (1):</b> <i>Southwest Airlines – A Day in the Life of a New Hire (2008).</i></p> <p><b>Discussion Board Activity:</b> Provide your thoughts and feelings about your own school to work transition and offer your thoughts as to why you feel some students feel extreme anxiety about entering the world of work full-time.</p> <p><b>Final/ Group Project:</b> Submit rough draft of presentation script.</p>
<p><b>Week 12 &amp; 13 (November 13, 5:01 pm – November 27, 5:00 pm) –Two weeks combined:</b> Corporate Values and Ethics in the Workplace</p>	<ul style="list-style-type: none"> <li>• Explore the current state of corporate workplace values and ethics in the workplace.</li> </ul>	<p><b>Readings (2):</b> <i>Corporate values, workplace decisions and ethical standards of employees (Ghosh, 2008) and Propmore Corporation Ethics in the Workplace Case (n.d.)</i></p> <p><b>Discussion Board Activity:</b> Provide your opinion of the ethical dilemma posted in the discussion board forum and reference the reading, or another resource, to support your opinion. Provide reference information for your resource(s).</p>
<p><b>Weeks 14 -15 (November 27 – December 6 – Final Presentations: Group and Individual</b></p>	<ul style="list-style-type: none"> <li>• Students will deliver group presentations based on the Final Project requirements (group or individual) at the Walton College Career Center conference room in Willard J. Walker Hall, suite 226. The conference room has a computer and projector. It is</li> </ul>	<p><b>Final Project Presentations (In-person or Skype Video Call)</b></p>

	<p>strongly recommended that your PowerPoint presentation is available within a group member's email account and brought on a flash/jump drive on the day of the presentation.</p> <p>Or</p> <ul style="list-style-type: none"><li>• Presentations can be delivered by Skype via a video call. If you/your group decides to present via a video call, please make sure that you test out using Skype and presenting using the screen sharing option before you actually present.</li></ul>	
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