

**DePaul University  
School for New Learning**

**FA – 112 - Exploring Success Techniques for Enhancing Career Skills**

**Winter Quarter 2017-2018**

**Instructor:** Jennifer Weggeman  
**Office Hours:** By Appointment  
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**Class**  
**Location:** Loop Campus – Lewis Center Room 1411

**Dates:** *Monday February 5<sup>th</sup>, 12<sup>th</sup>, 19<sup>th</sup>, 26<sup>th</sup> and March 5<sup>th</sup> 2018 - 5 sessions*  
**Time:** 5:45 pm – 9:00 pm (Mondays)

**Credit Hours:** 2

**Course Description**

This course will provide students with the coaching tools needed to meet challenges in their job and career advancement. Students will also refresh and increase effectiveness and preparation as a job seeker in your chosen field or new field. During this 5 week, 1- competence course students will have the opportunity to:

- Select and take self-assessments which will assist in identifying and exploring values, personality, interests and skills
- Networking – who is in your support system and how you connect to other resources
- Resume and cover letter writing – what are the different types of resumes and cover letters and how to make them work for you as you apply for various positions
- Interviewing techniques – how to properly answer interview question and why they are being asked
- Effective job searches – deciding what kinds of jobs to pursue, defining your personal job market
- Create and build upon a Career Management e-portfolio in Digication
- How to create an effective elevator speech – being able to replay your skills, interests, and future goals in 30-60 seconds

**1. Learning Outcomes, Competences, and/or Objectives**

**Course Competencies:** H-3-X or F-X (Course can only be taken for one Competence)

<b>Competence</b>	<b>Statement</b>
H-3-X	<ul style="list-style-type: none"><li>• Can identify and explain concepts of career preparation and readiness and is able to identify and reflect upon interest &amp; skills, personal values and theory of personal transformation.</li></ul>
F-X	<ul style="list-style-type: none"><li>• Understands concepts of Career Management e-portfolio and can apply e-portfolio content to establish career goals and aspirations.</li></ul>

**Student Learning Outcomes & Course Objectives**

- Develop proactive success attitude.
- Acquire tips on how to tailor a basic resume & letter cover letter template in order to apply for various job opportunities.
- Practice and develop interviewing skills.
- Clarify career goals and action plans for your career.
- Identify resources available to you to aid in your career planning.
- Creative exploration of your natural gifts, talents, skills and abilities.
- Learn tools and techniques to enhance your career strategy.
- Create a Career Management E-Portfolio using Digication.
- Apply self-directed learning to your specific desired outcomes using the course material.

## 2. Learning Strategies & Resources

The learning experience will be partly experienced-based and the main learning strategies will center on hands-on application, collaborative learning and research, weekly readings, class discussions and activities.

- Textbook for course:

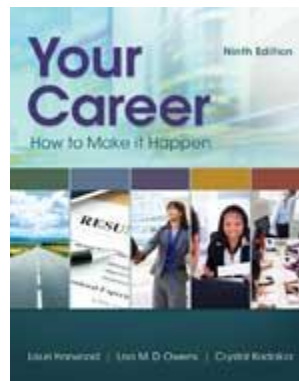
***Your Career: How to Make it Happen  
9th Edition***

Author: Lauri Harwood, Lisa M.D. Owens and Crystal Kadakia

**ISBN-10:** 1305494830 | **ISBN-13:** 9781305494831

336 Pages © 2016 | Published by Cengage Learning

**EDITION 9 ONLY: MAKE SURE THIS IS THE EDITION YOU BUY AND NOT AN OLDER EDITION**



A best-selling, indispensable resource, YOUR CAREER: HOW TO MAKE IT HAPPEN, 9E helps you move from "job seeker" to "job finder." Packed with innovative resources you can use now and throughout your career, this step-by-step guide helps you find and keep the ideal job. This book introduces a manageable process for marketing yourself to prospective employers. Each chapter provides practical tips you can apply to your unique goals. Clear instruction guides you through self-assessment, employer research, self-marketing, networking, writing a market-driven resume, and interviewing.

Practical assignments and a technology-driven focus connect you directly with the business community and employers. You build a strong foundation for current and future job searches as YOUR CAREER, 9E introduces the tools you need to gain a competitive advantage in the workplace, reach your career potential, and stand out as a strong candidate for jobs in your ideal career field.

To Purchase or Rent: <http://depaul.bncollege.com/>

- E-portfolios on Digication. <https://depaul.digication.com>
- Resources for DePaul Students using Digication e-Portfolios  
<https://depaul.digication.com/studentresources/Welcome/published>

and

[http://condor.depaul.edu/writing/writers/Types\\_of\\_Writing/digication.html](http://condor.depaul.edu/writing/writers/Types_of_Writing/digication.html)

**3. Learning Deliverables**  
 &  
**4. Assessment of Student Learning**

**Grading and Evaluation**

(Requirements and due dates will be provided for each assignment in Class Schedule and D2L)

<b>Activity/Evidence</b>	<b>Evaluation-Criteria/Ability to:</b>	<b>Maximum Total Points</b>
Career Management E-Portfolio  (Homework assignments of individual items below due as assigned in Class Schedule are to be included in your completed personalized Career Management E-Portfolio)	A systematic identification of goals, alternatives, assets and barriers to success.  Your E-Portfolio will be evaluated by the instructor based on the depth of investigation into the idea, the level at which the course concepts are incorporated into the presentation and the overall quality of the documents/e-portfolio itself.	300
Digication – Career Management E-Portfolio	Create an E-Portfolio in DePaul Digication that Instructor and class can access. Add items as assigned weekly in Class Schedule and final project due at end of course.	The 300 points can be obtained by the sum of items below

**Breakdown of 300 points for Career Management E-Portfolio**

<b>Activity/Evidence</b>	<b>Evaluation-Criteria Ability to:</b>	<b>Max. Total Points</b>
ACTIVITIES: Summary of Career Self-Assessment and Learning Styles along with SWOT Analysis and Wheel of Life	Able to reflect and identify interests, skills and values in order to determine the best career fit. <b>Upload to Discussion Board.</b>  Can identify SWOT: strengths, weaknesses, opportunities and threats <b>in detail.</b> Incorporate into <b>1-2 Year Action Plan.</b> <b>SWOT: Upload to E-Portfolio.</b>	<b>50</b>
ACTIVITIES: Networking/Mind Map	Explore & identify your advocates using creative problem solving techniques. Post class activity, complete list of advocates with name, address, email and phone number.  Register with LinkedIn & complete/update profile and make connections with your advocates on LinkedIn. <b>Upload Link to Your LI PROFILE on E-Portfolio.</b>	<b>50</b>
<b>E-Portfolio:</b> 2 Resumes, Cover letter and Thank – you correspondence	Final resume ( <b>chronological and functional</b> ), <b>cover letter and thank-you correspondence</b> targeted to a specific job advertisement <b>or</b> your current position. All documents must be in final format and error free. Use job ad <b>or</b> current or desired job description. <b>Upload to E-Portfolio - specify each at top of document.</b>	<b>50</b>
<b>E-Portfolio:</b> 1-2 Year Action Plan	A career action plan is a career statement which includes all the <b>detailed</b> steps that are required to take you from where you are now to where you want to be within the next two years. Your plan should be clear, concise, and improve your self-awareness, include research, decision-making and show your time management skills. Your plan should also incorporate aspects of your <b>SWOT</b> analysis. <b>Upload to E-Portfolio.</b>	<b>50</b>
ACTIVITY/ <b>E-Portfolio:</b> 30-60 Second Commercial	Create a compelling introduction & present in class, <b>Upload to E-Portfolio.</b>	<b>50</b>
<b>E-Portfolio:</b> Any additional handouts/ material you locate or that is located on Desire2Learn that relates to your career SEE FINAL PROJECT HANDOUT FOR MORE INFO	<b>OPTIONAL EXTRA POINTS:</b> Must include at least <b>four</b> additional items in your E-Portfolio as they relate to your career. This could be from your own personal research, material posted on Desire2Learn, or activities in your text book. If adding an activity, the activity must be completed. <b>Upload to E-Portfolio.</b>	<b>50</b>
<b>SUB- TOTAL POINTS</b>	<b>Due Per Assigned Homework~ Dates noted in Class Schedule</b>	<b>300</b>

**Remaining 200 points to be earned through In Class Activities & Exercises**

<b>Activity/Evidence</b>	<b>Evaluation-Criteria Ability to:</b>	<b>Total Points</b>
In-Class and online participation (attendance)	Demonstrate levels of integration of concepts and the information presented in addition to group class presentation.	<b>100</b>
Mock Interviews/ Interviewing Techniques	Demonstrate learned interviewing skills, strategies, and techniques.	<b>100</b>
<b>TOTAL POINTS</b>	<b>Includes Career Management E-Portfolio items above</b>	<b>500</b>

## 5. Grading Criteria & Scale

### Grading and Evaluation of Assignments, In Class Activities, Group Projects and Final E-Portfolio Project

**Scholarship – written assignments should be delivered in a manner consistent with college level performance and should reflect a commensurate degree of critical thought and personal reflection.**

#### Work Submitted Will be Evaluated As Follows:

<b>A</b>	The instructor judged the student to have accomplished the stated objectives of the course in an EXCELLENT manner.
<b>B</b>	The instructor judged the student to have accomplished the stated objectives of the course in a VERY GOOD manner.
<b>C</b>	The instructor judged the student to have accomplished the stated objectives of the course in a SATISFACTORY manner.
<b>D</b>	The instructor judged the student to have accomplished the stated objectives of the course in a POOR manner. (A grade of D will not fulfill the requirements in a major field of concentration.)
<b>F</b>	The instructor judged the student NOT to have accomplished the stated objectives of the course.
<b>FX</b>	Student failed to accomplish the stated objectives of the course due to non-attendance. Non-attendance is defined as never attending or ceasing to attend an in-person course (or never participating or ceasing to participate in an online course) without officially withdrawing. The FX is calculated into the student's GPA as an F. Instructors are required to provide the last date of attendance/participation.
<b>IN</b>	Temporary grade indicating that, following a request by the student, the instructor has given his or her permission for the student to receive an incomplete grade. In order to receive an IN grade, the student must have a) a satisfactory record in the work already completed for the course, b) encountered unusual or unforeseeable circumstances which prevent him/her from completing the course requirements by the end of the term, and c) applied to the instructor for permission to receive an IN. Please see the <i>Grades, Incomplete (IN) and Research (R) Expiration Policy</i> page in this handbook for additional information.

#### **Grading Scale**

<b>459-500</b>	<b>A</b>
<b>445-458</b>	<b>A-</b>
<b>424-444</b>	<b>B+</b>
<b>403-423</b>	<b>B</b>
<b>394-402</b>	<b>B-</b>
<b>373-393</b>	<b>C+</b>
<b>352-372</b>	<b>C</b>
<b>343-351</b>	<b>C-</b>
<b>312-342</b>	<b>D</b>
<b>0-311</b>	<b>F</b>

See additional information pertaining to the grade designations for [undergraduate grades](#)

## Expectations

*In this class and during this shared experience, we are all equally responsible for creating the learning environment. The extent to which each of us shows up for class, on time, prepared (mentally and physically) with enthusiasm and excitement each week, will determine the richness of the learning experience for all.*

*\*\*Attendance is required at all sessions.\*\* A great deal of learning in the course will take place during class time. Therefore, it is absolutely necessary that you come to class prepared and participate. Acknowledging that life events occasionally interfere with our plans, if you know you will need to miss a class make arrangements with a class mate to take and share notes with you. If you miss class due to an emergency contact me as soon as possible and get in touch with a classmate to get notes and assignments you missed.*

*Missing more than one class session will result in either a grade of “F” for the course or in a withdrawal from the course. In addition, students are expected to arrive for class on time and stay for the entire class meeting.*

*Students are expected to complete and submit all of work on time – even if you miss a class. If you cannot complete an assignment on time, please let me know ahead of time. There may, of course, be unforeseen circumstances that may get in the way of completing an assignment; however these are exceptional circumstances, not the rule.*

***\*\*Due to the fast-paced nature of this course and that it is a five session course - late assignments will not be accepted. \*\****

*If you wish to take the course on a Pass/Fail basis, you must inform me in writing (by email) **before the second class**. Once you have chosen to do so, you cannot change back to a letter grade. See DePaul website for details: [Pass/Fail Grading Options](#) (UGRAD)*

## 6. Course Schedule

### Class Schedule

*(Subject to change)*

**NOTE: During this course, you will need your 2 resumes, cover and thank you letters available to be critiqued by the DePaul Career Center - schedule appointments:**

<http://careercenter.depaul.edu/resumes/default.aspx>

EACH WEEKS ASSIGNMENTS BUILD A PART OF YOUR  
CAREER MANAGEMENT E-PORTFOLIO –  
See “What E-Portfolio Should Consist of” handout for complete check list

**Date: Monday, February 5, 2018**

#### **Session 1 - Self-Assessment – Take a Look at Yourself**

- Introductions
- Ice Breaker Exercise
- Learning Styles
- Review and explanation of syllabus, book, Desire2Learn (D2L), mock interview, and homework/reading assignments
- Assign Groups for Class Presentations
- 1-2 Year Career Action Plan & SWOT Analysis
- Your Career Management E-Portfolio - Digication
- Wheel of Life Exercise

#### **Homework:**

- 1) **Self-Assessment - Take MAPP Assessment or any assessment (Meyers Brigg, etc.) and report your findings in one paragraph summary due by next class to be posted in discussion area on D2L.**
- 2) **Learning Styles – share your reflection (one paragraph summary) of your learning style on discussion area on D2L due by next class.**
- 3) **Complete the SWOT analysis. To be included in your Career Management E-Portfolio.**
- 4) **Begin to develop your 1-2 year career action plan. To be included in your Career Management E-Portfolio.**
- 5) **Review Digication resources and create new E-portfolio.**

#### **Reading Assignment for next class:**

✓ **PART 1: Chapters 1-3 and PART 3: Chapter 6**

✓ **Appendix A: Pages 379-386**

✓ **Appendix B: Pages 387-394**

**Date: Monday, February 12, 2018**

#### **Session 2 – Organizing Your Winning Network**

- Recap Session 1 – Q & A
- Creative Problem Solving
- Mind Map Your Advocates
- 30-60 Second Commercial & Optional Summary - Verbal Marketing Statement
- Networking & Social Media (LinkedIn, Facebook, Twitter, Handshake, ASK, etc.)
- Practice Interviewing

#### **Group Presentation(s)**

#### **Homework:**

- 1) **Create a 30-60 second commercial and be prepared to present it during Session 4 class. Practice! To be included in your Career Management E-Portfolio.**
- 2) **Complete your Network Advocate Mind Map (names and contact information to be included)**
- 3) **Create (or update) your LinkedIn profile**
- 4) **Upload in Dropbox on D2L - draft cover letter**
- 5) **Continue to work on E-portfolio items and upload to Digication.**

#### **Reading Assignments for next class:**

✓ **PART 2: Chapters 4 -5 and PART 3: Chapter 8**

**Date: Monday, February 19, 2018**

**Session 3 – Resumes, Cover Letters, and Thank-You Letters**

**Guest Speaker: TBD**

Recap Last Session

Resume Critique & Q & A regarding your functional and chronological resumes

**Group Presentation(s)**

**Homework:**

- 1) Find a job ad OR use your current or desired job description.
- 2) Align your TWO resumes 1) chronological 2) functional and 3) cover letter and 4) thank-you letter to the job ad or your current position.
- 3) All 4 of these items are to be included in your Career Management E-Portfolio.
- 4) Practice 30-60 second commercial and be prepared to present in class.
- 5) Send E-Portfolio (Digication) Link to Instructor

**Reading Assignment for next class:**

✓ **PART 4: Chapters 9-11**

**Date: Monday, February 26, 2018**

**Session 4 – Presenting Yourself...Interview Strategies**

**Guest Speaker: TBD**

Recap Last Session

- Present 30-60 Second Commercial to class
- Interviewing Techniques
- Practice Interviewing
- Informational Interviews

**Group Presentation(s)**

**Homework:**

- 1) Complete all assignments and include in your Career Management E-Portfolio
- 2) Prepare and Practice for Mock Interview

**Reading Assignment for next class:**

✓ **PART 5: Chapters 12-14**

**Date: Monday, March 5, 2018**

**Session 5 - Next Steps...**

Recap Last Session

- Salary Negotiations
- Mock Interviews - (Optional – can use a “Closing” Summary Statement)

Q&A and Wrap Up!

**Homework:**

✓ **Final Project Due: Career Management E-Portfolio**

**\*\*\*E-Portfolio will be considered late if not complete in Digication**

**By *Midnight MONDAY, MARCH 12th 2018*\*\*\***



## 7. Course Policies

### Class Attendance, Participation and Respectful Behavior

Attendance and participation are essential. In the event of an absence it is imperative that you (1) let me know ahead of time, and (2) contact a classmate ahead of time to be your "tutor" for the missed session. Always consult D2L site for handouts and assignments and class resources.

***NOTE: Students missing more than one class of five week course may not have met the requirements for a passing grade.***

Faculty may not assign or accept additional graded material in order to improve a student's final grade once grading has been assessed.

Regular attendance is mandatory. Missing class affects participation which is a big part of this course. Points will be deducted from students in class/participation points for each class missed. Attending a class session means being in class on time and remaining in class until class ends as well as active participation. In the event of an absence, it is imperative that you let instructor know ahead of time by phone or email. The student is responsible for obtaining missed material/assignments from instructor.

In addition to regular attendance and participation, students are required to be attentive and respectful of others in class. This means that when the instructor or another student is addressing the class, everyone is expected to listen attentively and to refrain from engaging in conversations or any other activities that constitute distractions (i.e. texting, cross talk, etc.). Students who do not abide by these guidelines will not be permitted to continue with the course.

This course includes and adheres to the college and university policies described in the links below:

[Academic Integrity Policy](#) (UGRAD)

[Incomplete Policy](#)

[Course Withdrawal Timelines and Grade/Fee Consequences](#)

[Accommodations Based on the Impact of a Disability](#)

[Protection of Human Research Participants](#)

## 8. Course Resources

[University Center for Writing-based Learning](#)

[SNL Writing Guide](#)

[Dean of Students Office](#)

### **Instructor - Brief Bio**

Jennifer Weggeman received her Master of Arts degree from DePaul University at the School for New Learning with a focus area on Coaching and Leading Groups to Design and Develop Programs, Products and Packages to Sell. She is an Author, Entrepreneur, Speaker, and Career Success Coach. Jennifer specializes in coaching Job Seekers, Career Changers, Entrepreneurs and Freelancers using creative problem solving techniques and enhancing individual & team performance.

Jennifer was a Career Consultant with a global talent mobility company recently for five years, offering job search and career related support to international companies who are relocating employees & their spouses/partners. Additionally, she served as Social Media Coordinator for assisting in outreach in business development and marketing communications. She currently is a Workshop Facilitator and Career Counselor for a federal workforce development program.

A founding member of the Coach Council for a large coaching network, Jennifer helped design the instructor training for new coaches and taught many of the six month long programs based on the IAC Coaching Skills Masteries.

Recently at Benedictine University, she served as Instructor/Instructional Designer for the Master of Science in Leadership program for women, designing and teaching the course Strategic Planning for Effective Leaders. Additionally, her background includes working with a large network of executive leaders in corporate, government, not for profit and entrepreneurial organizations for over 25 years.