Instructor: Kim Stack, Ph.D.
Office Phone: (401) 874-4777
Cell Phone: (401) 481-1360 (call or text, be sure to let me know who you are)
Email: kstack@uri.edu (I frequently check and respond to emails)
Office: 135 Roosevelt Hall, email for appointment

Course Description and Rationale:
Students in ITR 300 will identify personal strengths, interests, skills and professional values as they relate to career exploration and decision making. ITR is designed to increase awareness of the professional decision making process, explore career choices, and expand understanding of the relationship between education and the 21st century world of work. The course is designed to highlight the intersection between education and employment. Students will study key career development theories and learn how to integrate self-knowledge into occupational/life decisions and personal goals.

Transportation:
Students can travel as a group by driving with instructor, carpool with peers OR drive your own vehicle to meet with employers at various agencies. Whatever you decide, please know that you must be on time for visits in consideration of our employer partners. *If you are more than 10 minutes late you lose participation credit for the day.*

Prerequisites:
Sophomore class standing. NOT for BUS/WBUS students.

Course Credit and Expectations:
Students will earn 3 credits for completing course requirements as outlined on this syllabus. Since this is an intensive 2 weeks, 3 credit course, several reading and writing assignments will be required outside of our worksite visits in order to maximize the experience when we visit with employers.

Course Materials and Resources:
- Readings and resources provided via Google Folder
- VIA, Values in Action, www.viacharacter.org
- TypeFocus Assessment, web.uri.edu/career/professional-development-modules/
- Strengths Quest

Intensive Course Class Days/Time, Attendance, Participation & Protocol:
Every class day is different. Please see attached calendar in order to plan accordingly.
**Intensive courses are not suited for all students.** ITR requires you to stay on top of your work load. Each new assignment builds upon the previous one in order to be most effective in your career development. Work will be required both in and out of class. It is, therefore, my STRONG SUGGESTION that you make this course your number 1 priority over the next two weeks.
**Course Objectives:**

**Professional Development:**
- Apply and adapt skills learned through readings, lessons, discussions, activities, and reflections to real world experiences while engaging with employers in different work environments including not for profit, small business, entrepreneurial, and corporate settings. Focused skills include public speaking, analytical thinking, and conducting industry research, learning to take initiative, interpersonal communication, reflection, and self-assessment.
- Examine economic impacts of their respective industry on the local and global market through the lens of employers, alumni and past academic knowledge.
- Create a strategic career plan including future semester coursework in an effort to develop essential industry related competencies through intentional class selection, internship search preparation, and description of personal strengths and values.
- Student will also engage in and be informed by multiple perspectives while collaborating with employers from a variety of industries and peers in different majors to examine, discuss, and address issues related to the field.
- Create a functional resume and personal marketing brand on LinkedIn.
- Recognize and utilize reflection to analyze and challenge one's own participation in confronting ethical issues in the professional work environment.
- Identify and examine ethical issues researched, observed and discussed in local industries.
- Research the current state of industry and present on economic and ethical impacts, challenges and ramifications of decision making in the 21st century world of work.
- Prepare for the internship and job search, application, and interview process.
- Analyze different work environments and alignment with personality and strengths.

**Business Communication:**
- Confidently use online tools to conduct industry research and present a clear and logical progression of current trends to employers in the field through small group team presentations.
- Listen to employer expertise on complex economic and ethical problems in the field. Suspend judgment while articulating your perspective to reach common ground.
- Conduct peer resume and LinkedIn reviews by providing and listening to comprehensive feedback.
- Reflect on and articulate personal strengths, interests, and professional values as they relate to career exploration and decision making. Present your professional brand at each visit.
- Participate in professional networking opportunities and communicate effectively with employers.
- Understand the value of researching your audience prior to presenting. Adapt the message of the industry research overview according to audience members. Adhere to time allotted.
- Demonstrate the skill of actively listening to employers and peers regarding feedback on presentation and adapt presentation based on critique.
- Engage in mock interviews and recognized discrepancies in verbal and nonverbal messages.
- Demonstrate knowledge of the intersection of education and employment through discussions with employers in a range of fields and with peers in a variety of majors.
- Explore occupational trends and potential career niches through engagement with employers.
Assignments and Grading Policy:

- **Attendance and Participation (30%)**: In this intensive learning environment, “attendance” is mandatory each and every day, for the entire time. Attendance will be measured by your ACTIVE ENGAGEMENT (preparation) at the site as well as your CONTRIBUTIONS (discussion).

- **Small Group Presentations (20%)**: In order to prepare yourselves for each employer visit you will want to conduct company research. In our first class we will learn the tools to use when gathering pertinent information and the type of information you want to know. You will have the opportunity to present the research to the employers to showcase your awareness of their industry and its intersection with your primary career interests. Designated small groups (3 students) will have opportunity to present twice for 10 minutes. In order to effectively present you must know your audience. Researching the employer you are presenting to is valuable in knowing how to organize and prepare your content. The name of each alumnus from URI will be provided to you so you know your audience. Instructor and employer feedback will be offered at the conclusion of each presentation. At the end of each visit we will gather on site to debrief our days and an opportune time to meet with your small group to prepare for the upcoming morning presentation. Collaboration is the key to success.

- **Organization Research & Reflection Assignments (20%)**: Submitted assignments include two components per site visit (1) research conducted prior to the worksite visits (history of organization, type of industry, location(s), what they do, who they do this for, types of employment/internship opportunities, what they are known for/awards and other interesting facts influencing your decision to apply here) and (2) reflection on daily experiences (does the mission of this organization align with your personality, interests, skills and values—each of the 4 should have minimum one paragraph worth of info). To earn full credit for each assignment, you are expected to provide one research paper and one reflection per site visit. Since employers will listen to presentations and provide feedback, your reflection should (1) note how you have made changes to your industry research and presentation style following feedback and (2) should demonstrate that you can identify interdisciplinary connections between visits.

- **Final Presentation and LinkedIn Profile (15%)**: On the last day of the class you will individually present for 10 minutes on (1) industry research on your niche career interest, (2) how your personality, skills and career choice are aligned, (3) the economic impacts of on the local market as you interpret it from our visits on the Rhode Trip, (4) the ethical implications confronting the industry that were introduced to you during our trip and how that new knowledge shapes your choices when exploring careers, and (5) your completed all star LinkedIn account including connections to RhodeTrip Professionals and groups.

- **Resume (15%)**: An important outcome of this course is to create a polished and functional resume, with an understanding of the role resumes and other professional documents play in the job/internship search process. You will submit 2 versions of your resume. Each version should show improvement and incorporate received employer, peer, and instructor feedback.

**Final Grades**:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>60-66</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>
**Additional Course Policies:**

- **SYLLABUS CHANGES:** ITR 300 is dynamic and discussion topics might change based on current local and national events. As such, this syllabus and/or assignments might be adjusted to reflect the needs and interests of the instructor and class.

- **ACCOMMODATIONS AND SERVICES:** If you have a documented disability and require accommodations, please ensure that your instructor is notified promptly so that your learning needs can be met in a timely manner.

- **ACADEMIC HONESTY (Student Handbook, Chapter 1, Section 4):** Students are expected to be honest in all academic work. A student’s name on any written work including assignments, lab reports, internship reports, papers, or examinations, shall be regarded as assurance that the work is the result of the student’s own thought and study. Work should be stated in the student’s own words and produced without assistance or properly attributed to its source. When students are authorized to work jointly, group effort must be indicated on the work submitted.

Most academic work builds on the contributions of others. Students have an obligation to know how to quote, paraphrase, summarize, or reference the work of others with integrity. A source need not be given for common knowledge within a discipline. Students should seek guidance from instructors about the preferred citation style for each course. It is the student’s responsibility to become familiar with that style and utilize it in their work for that course. In addition, utilizing campus academic resources including the Academic Enhancement Center and the Writing Center are encouraged and not a violation of this policy.

- **CLASS ATTENDANCE:** Please review the “Class Day/Time, Attendance, Participation, and Classroom Protocol” section found on pages 2-3. If an **emergency** prevents you from logging in and contributing to class please contact Kim via email ASAP.

- **ASSIGNMENTS:** All assignments are expected to completed, on-time and typed. Penalties will be assessed on post-deadline submissions. Since each assignment scaffolds the next, **assignments more than 2 days late will not be accepted.**

- **ANTI-BIAS:** Each member of the University community has the responsibility to foster an environment of acceptance, mutual respect and understanding. If you are a target or a witness of a bias incident, you are encouraged to contact the URI Bias Response Team www.uri.edu/student_life/brt where you will find people and resources to help.

- **ABSENCE:** As mentioned above, your attendance in class is critical. However, absences due to illness, a health condition, religious observance, family emergency, or university-sanctioned event shall be excused in accordance with the University policy. HOWEVER, notice must be given me prior to class. Since this is an intensive course, any attendance issues must be discussed ASAP.

- **URI Libraries – Reference & Research Help:** URI reference librarians are available to assist library users in finding and evaluating information - web.uri.edu/library/reference-research-help.
**Course Schedule and Deadlines:**
*While all employers have agreed to participate on the specified date, the schedule is subject to change.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DAY 1 - Tuesday January 2</strong></td>
<td>*<em>ON-CAMPUS CLASS 9am-4pm <em>Roosevelt Room 221</em></em></td>
<td><strong>Organizing yourself:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Topics:</strong></td>
<td>• Bring laptop if available</td>
</tr>
<tr>
<td></td>
<td>• Introductions, first impressions and 30-second pitches</td>
<td>• Review Syllabus and ask any questions/concerns</td>
</tr>
<tr>
<td></td>
<td>• Course Overview &amp; Syllabus Review</td>
<td>• Bring draft resume from completing resume module</td>
</tr>
<tr>
<td></td>
<td>• Gen Z: You and the “new” economy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Conducting Industry Research (Handout)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Effective Resume Development: essentials and guidelines. Who is the reader? What are the standards? New technology.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• LMI labor market information specialist from DLT department of labor, Joseph Agresti, (1-2:30pm)</td>
<td></td>
</tr>
<tr>
<td><strong>DAY 2 - Wednesday January 3</strong></td>
<td>*<em>ON-CAMPUS CLASS 9am-4pm <em>Roosevelt Room 221</em></em></td>
<td><strong>Assignments due:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Topics:</strong></td>
<td>• Type Focus Results from completed Type Focus Module</td>
</tr>
<tr>
<td></td>
<td>• Type Focus: Relating Personal Interests, Values, Skills, Abilities</td>
<td>• STRENGTHS results from completing Strengths Quest</td>
</tr>
<tr>
<td></td>
<td>• Strengths Quest, Melissa Boyd-Colvin (10-11:30am)</td>
<td>• Values in Action results from VIA <a href="http://www.viacharacter.org">www.viacharacter.org</a></td>
</tr>
<tr>
<td></td>
<td>• Values in Action, Sarah Miller (1-2:15pm)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Etiquette (soft-skills, interviews, networking events, dining)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ethical issues confronted in your field and expectations in researching companies to prepare for interview</td>
<td></td>
</tr>
<tr>
<td><strong>DAY 3 - Thursday January 4</strong></td>
<td><strong>Travel To: FM Global, Johnston</strong></td>
<td><strong>Assignments due:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Arrive campus 9am, return 3:30pm</strong></td>
<td>• Research on FM Global and questions to ask the employers during the visit</td>
</tr>
<tr>
<td></td>
<td><strong>Topics:</strong></td>
<td>• Updated resume</td>
</tr>
<tr>
<td></td>
<td>• Mock Interviews with URI alumni professionals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Informational Interviews: benefits; what is it, how to conduct an informational interview &amp; follow-up afterwards, recognizing transferable skills in relation to the career</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Interviewing: Formats; Problem &amp; Behavioral Questions; Dress; Post-Interview Protocol</td>
<td></td>
</tr>
<tr>
<td><strong>DAY 4 - Friday January 5</strong></td>
<td><strong>Travel To: Alex and Ani</strong></td>
<td><strong>Assignments due:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Arrive on campus 9am, return 3:30pm</strong></td>
<td>• Research on Alex and Ani and questions to ask the employers during the visit</td>
</tr>
<tr>
<td></td>
<td><strong>Topics:</strong></td>
<td>• Revised Resume</td>
</tr>
<tr>
<td></td>
<td>• Develop competencies in spring semester courses</td>
<td>• Reflection on FM Global</td>
</tr>
<tr>
<td></td>
<td>• Understanding the RI Job Market and Economy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Learn how to connect with alumni and understand career pathways</td>
<td></td>
</tr>
</tbody>
</table>
### DAY 5 - Monday January 8

**Travel To: Hasbro Toys, Providence**  
**Arrive campus 9:00am, return 3:00pm**  
- Gap Analysis: What jobs are you interested in? What skills are you lacking? What do you need to do to gain the skills/expertise?

**Assignments due:**  
- Research on Hasbro Toys and questions to ask the employers during the visit  
- Reflection on Alex and Ani

---

### Be sure to focus on your RESUME and LINKEDIN profile

### DAY 6 – Tuesday January 9

**Travel To: RI Department of Health**  
**Arrive campus 9:00am, return 3:00pm**  
- Technology Tools in Career Planning  
- Internship, Job Searching and Branding yourself  
- Ethical implications involved in work environments

**Assignments due:**  
- Research on Hasbro Toys and questions to ask the employers during the visit  
- Reflection on Hasbro  
- URL for LinkedIn (join professional groups)

---

### DAY 7–Wednesday January 10

**Travel To: SRI Chamber of Commerce, Wakefield**  
**Arrive at Chamber at 2-5pm, 5-7pm Young Professionals Networking event**  
**Topics:**  
- Networking: Principles; Pitch, Keeping Your Network Alive, Business Cards, Selecting organizations / people to meet  
- Preparing for Networking Event  
- During the networking event you want to connect with a minimum of 5 different employers. Collect their business cards and connect with them in LinkedIn following event.

**Assignments due:**  
- Linked In All Star Profile revisions  
- Final Resume  
- Reflection on RI Department of Health

---

### DAY 8– Thursday January 11

**On-Campus 9am-12pm  * Roosevelt Room 221**  
- Final Presentations including LinkedIn Viewing  
- Branding yourself: online self and connecting with alumni  
- Debrief Networking event—the follow up process  
- 30 second pitch final  
- Peer resume reviews