

THE UNIVERSITY of TENNESSEE at CHATTANOOGA   
**COLLEGE of BUSINESS**

## Department of Management

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**Semester:** Fall and spring semesters  
**Course:** BUS 3410    **Section:**    **CRN:**    **Credit Hours:** 1 hr  
**Title:** Success Seminar: Career Development

**Faculty:** Irene J Hillman  
**Office Location:** Fletcher Hall 216D  
**Office Phone:** 423-425-2689  
**Office Hours:** By Appointment  
**Email Address:** [irene-hillman@utc.edu](mailto:irene-hillman@utc.edu) (expect response in less than 2 business days)

**Schedule:**    **Time:** 12 pm -12:50 pm    **Day:** Monday    **Location:** Fletcher 114

**Prerequisites:** Junior Standing

**Course Description:** Career planning and professional development practices will be explored and exercised to assist students in becoming business-world ready. The course offers exposure to business community leaders presenting on various career management topics. Students will refine self-marketing skills to enter or advance in the job market. Course graded on satisfactory/ no credit basis. Every semester. Prerequisite: junior standing or department head approval. Open to Business Administration majors only. Differential course fee will be assessed.

**Course Learning Outcomes:**

- Develop focus in career choices and prepare for career launch by identifying unique skill sets, developing required job-hunting materials, and adopting optimal practices to be marketable in a competitive global environment.
- Demonstrate ability to network strategically through multiple venues and in diverse groups.

**Course Purpose:** The purpose of BUS 4410 is to assist students in preparing to launch a career in business. Students will be exposed to a range of readiness topics including: writing targeted resumes, communicating professionally, networking strategically, composing tailored cover letters, preparing for and acing interviews, using online resources, participating in internships, organizing a job hunt, evaluating offers and negotiating wisely. Additionally, several professional development topics will be approached including corporate governance, and diversity in the workplace.

**Required Assignments**

COURSE WEEK	ACTIVITIES DUE BEFORE FOLLOWING MONDAY
<b>Week One: Find Your Footing (8/18)</b>	<ul style="list-style-type: none"> <li>• Complete Readiness Survey: (10 minutes) <a href="https://utk.co1.qualtrics.com/SE/?SID=SV_1FdshfLbgU800E1">https://utk.co1.qualtrics.com/SE/?SID=SV_1FdshfLbgU800E1</a></li> <li>• <b>JOURNAL:</b> Take one section of Focus 2 (Career</li> </ul>

	<p>Readiness Section: Career Planning Status [10 minutes]) available for free at <a href="http://www.utc.edu/counseling-personal-development-center/">http://www.utc.edu/counseling-personal-development-center/</a> : document and reflect on specific results, asking yourself: <i>What are you doing well? What needs work?</i></p> <ul style="list-style-type: none"> <li>• <b>READING:</b> Read WCIYP Chapter 9 (&amp; Chapter 11 <i>if</i> Entrepreneur)</li> <li>• <b>FOR YOUR GROWTH:</b> Attend Business Card Workshop (8/22)(<i>Optional</i>).</li> </ul>
<p><b>Week Two: We are Defined by Our Communication &amp; Be Competitive by Clearly Articulating Your Value (8/25)</b></p>	<ul style="list-style-type: none"> <li>• <b>UTC LEARN:</b> Career and Company Research Paper: Using online resources discussed in class, identify 3 job titles to target, write 1 paragraph on each position discussing why this is a fit: <i>Why do you like it? What skills are required, do you have them? What education is needed? What's the culture? What's the salary?</i> Then research three companies (in your locale of interest) with openings that align with these target job titles and write one paragraph on each company.</li> <li>• <b>UTC LEARN:</b> Read Tailored Cover Letters doc and write a cover letter using advice provided for one of the open positions identified in the Career and Company Research Paper you completed. Include position posting tailored to with cover letter document (by copy and pasting the posting to the bottom of cover letter <i>or</i> including the posting link at the bottom of cover letter).</li> </ul>
<p><b>Week Three: (9/1)</b></p>	<ul style="list-style-type: none"> <li>• <b>JOURNAL:</b> Pull Class History (MyMocsDegree), create list of relevant courses – <i>What will a Recruiter want to see?</i></li> <li>• <b>READING:</b> Read and complete activities in WCIYP Chapter 7.</li> </ul>
<p><b>Week Four: High Impact Resumes (9/8)</b></p>	<ul style="list-style-type: none"> <li>• <b>READING:</b> Explore WCIYP Chapter 2: Google is Your New Resume</li> <li>• <b>JOURNAL:</b> Look at your target job titles and create thorough list of key words associated with the job titles.</li> <li>• <b>FOR YOUR GROWTH:</b> Read Targeted Resumes document and create or polish your resume based on advice and key words.</li> <li>• <b>FOR YOUR GROWTH:</b> Ask 3 people you know for recommendation letters and, if you are job hunting, to serve as references.</li> </ul>
<p><b>Week Five: Notable First Impressions (9/15)</b></p>	<ul style="list-style-type: none"> <li>• <b>CLASS SUBMISSION:</b> Improve your resume: Drop by for a Resume Doctor appointment (10 minutes - 9/14, 9/15, 9/16) <b>or</b> a Real Resume Review appointment (10 minutes – 9/17, 9/18) and get a</li> </ul>

	<p>scorecard completed to turn in at class next week. Edit resumes based on advice provided.</p> <ul style="list-style-type: none"> <li>• <b>READING:</b> Read WCIYP Chapter 4.</li> <li>• <b>JOURNAL:</b> Finalize 30 second pitch; write it out verbatim.</li> <li>• <b>JOURNAL:</b> Read and briefly write about three potential professional associations and fit for your career.</li> </ul>
<p><b>Week Six: Ace the Interview</b> (<u>Matt Neill, Kristin Coyne, Patrick Moates, Marquita Jones, Katie Gillman, Josh Gurley, Emily Keyes</u>) <b>(9/22)</b></p>	<ul style="list-style-type: none"> <li>• <b>UTC LEARN:</b> Submit your final resume through UTC Learn. Print two copies of your final resume and bring to class on 9/29.</li> <li>• <b>CLASS SUBMISSION:</b> Improve your interviewing skills: Drop by for a Moc Interview Doctor appointment (10 minutes - 9/22, 9/23, 9/24) <b>or</b> a Quick Questions appointment (10 minutes – 9/25, 9/26) and get a scorecard completed to submit in class next week. Reflect on advice provided and adjust strategies.</li> <li>• <b>READING:</b> Read WCIYP Chapter 1.</li> <li>• <b>JOURNAL:</b> Practice your pitch on 3 professionals. (Consider attending the Career Fair this week to find willing and available professionals!) Journal how your experience changed your approach from the first person you pitched to the last person. Identify the three professionals you pitched to (names, titles, organizations).</li> </ul>
<p><b>Week Seven: Personal Branding &amp; Strategic Networking</b> <b>(9/29)</b></p>	<ul style="list-style-type: none"> <li>• <b>JOURNAL:</b> Research and read articles about LinkedIn. Then Google yourself and reflect on findings (or lack of findings) in your journal. Discuss next steps for personal branding. Consider creating or enhancing your LinkedIn profile and connecting to your classmates or professionals you have met in class or anywhere!</li> <li>• <b>JOURNAL:</b> Create potential contact list for Informational Interviews (3 people minimum) including info: email, phone, job title, company, how you know them. Ideas for informational interviewees: people you meet through professional associations, through a current or former job, through professors, or at a career fair. Create questions list for Informational Interviews (7 questions minimum). Network, secure, and conduct informational interview appointment before 10/19.</li> </ul>
<p><b>Week Eight: (10/6): Special Breakouts</b></p>	<ul style="list-style-type: none"> <li>• <b>JOURNAL:</b> Write an entry on breakout session topic.</li> <li>• <b>JOURNAL:</b> Research online career-specific newsletters or newsfeeds or LinkedIn group to find at least one that speaks to your interests. Consider</li> </ul>

	<p>signing up! Write a journal entry to reflect on what you learned about your field from reading the newsletter, newsfeed, or group posts. Be sure to cite the webpage(s) in your journal.</p>
<p><b>Week Nine: The Impact of Internships (10/13)</b></p>	<ul style="list-style-type: none"> <li>• <b>FOR YOUR GROWTH:</b> Determine whether or not you are eligible for MKT/MGT/ACC 3900. Consider taking BUS2900 in upcoming semesters.</li> <li>• If not yet completed, network, secure, and conduct informational interview appointment before next class.</li> </ul>
<p><b>Week Ten: (10/20)</b></p>	<ul style="list-style-type: none"> <li>• <b>UTC LEARN:</b> Write an Informational Interview Report, typing questions, responses, reflection and conclusions (1 page minimum). Don't forget to send Thank You notes to interviewees and those who helped arrange the interview.</li> <li>• <b>READING:</b> Read WCIYP Chapters 3 and 6.</li> <li>• <b>JOURNAL:</b> Complete StrengthsFinder Assessment (30 minutes) and discuss results and reflect on Top 5 themes, asking yourself: <i>What are you good at? What are you passionate about? What are implications regarding career choices?</i> Bring personalized StrengthFinder results on 10/27.</li> </ul>
<p><b>Week Eleven: Organizing the Hunt (10/27)</b></p>	<ul style="list-style-type: none"> <li>• <b>FOR YOUR GROWTH:</b> Sign up for Experience access.</li> <li>• <b>JOURNAL:</b> Surf the net (document website addresses) and find three pieces of career advice that you've never thought of before and one piece of advice with which you disagree. Journal about all four pointers and bring in a document detailing the advice (copy/paste is fine) to share in class. For ideas, google "Forbes Top 100 websites for career".</li> <li>• <b>UTC LEARN:</b> Begin Career Plan Project (<b>due 11/24</b>): synthesizing all you have learned in the class (and in your life), develop a personalized and actionable career plan. This is less a class assignment than a road map to satisfaction in your work life. While this is to be written in first person, it is to be written formally: do not use slang, contractions, or colloquialisms. Include an introduction and conclusion which shows overall summary of reflections/insights in career development from this course and address all sections outlined in class. Minimum two pages.</li> <li>• <b>JOURNAL:</b> Completed journals are to be turned in next week. Ensure entries are completed satisfactorily.</li> </ul>
<p><b>Week Twelve: Alumni Guest Panel – Success</b></p>	<ol style="list-style-type: none"> <li>1. <b>FOR YOUR GROWTH:</b> Start regularly reading the Wall Street Journal and Bloomberg BusinessWeek.</li> <li>2. <b>UTC LEARN:</b> Find a Bloomberg BusinessWeek</li> </ol>

<p><b>in Year One</b>  <u>(Melissa Crane,</u>  <u>Angela Giere,</u>  <u>La'Keithia</u>  <u>Caldwell, Joel</u>  <u>Barnett, McCall</u>  <u>Lasater, Ashley</u>  <u>Huffines)</u>  <b>(11/3)</b></p>	<p>Journal article from the last six weeks that resonates with you and somehow relates to your career field of interest or the topic of finding a good career. Write a reaction paper summarizing the article and reflecting on the information acquired (1+ pages).</p> <p>3. Continue work on Career Plan Project assignment.</p>
<p><b>Week Thirteen:</b>  <b>Corporate Governance Panel</b> <u>(Breege Farrell, Jeffrey Norwood, Sue Culpepper)</u>  <b>(11/10)</b></p>	<ul style="list-style-type: none"> <li>• <b>READING:</b> Read WCIYP Chapter 5.</li> <li>• <b>UTC LEARN:</b> Type a letter to yourself (minimum 500 words) as a freshman providing detailed advice regarding college life in general, academics, and career planning.</li> <li>• <b>UTC LEARN:</b> Find a Wall Street Journal article from the last six weeks that resonates with you and relates to your careers of interest or the topic of planning a career. Write a reaction paper summarizing the article and reflecting on the information (1+ pages).</li> <li>• Continue work on Career Plan assignment.</li> </ul>
<p><b>Week Fourteen:</b>  <b>Saying “Yes!”</b>  <b>(11/17)</b></p>	<ul style="list-style-type: none"> <li>• <b>READING:</b> Read WCIYP Chapter 10.</li> <li>• <b>UTC LEARN:</b> Complete work on Career Plan and submit.</li> </ul>
<p><b>Week Fifteen:</b>  <b>Faculty Guest Panel - Lifelong Learning</b> <u>(Drs. Lisa Burke-Smalley, Bento Lobo, Beni Asllani, Joanie Sompayrac, and Elizabeth Bell)</u>  <b>(11/24)</b></p>	<ul style="list-style-type: none"> <li>• Complete Readiness Survey: Part 2.</li> <li>• <b>FOR YOUR GROWTH:</b> Continue to grow your LinkedIn network by connecting with the classmates and business community members you have met this semester.</li> <li>• <b>FOR YOUR GROWTH:</b> Homework for the rest of your life: What do you want to do? What’s stopping you? What are you going to do about it? Step up and be great.</li> </ul>

Except where otherwise instructed, all assignments are due *in by Monday, 9 am one week after being assigned*. If this is not clear, please approach the instructor for additional assistance after the first class.

**Required Text:**            ***What Color Is Your Parachute? 2014 Edition*** by Richard N. Boiles  
***StrengthsFinder 2.0*** by Tom Rath (*cannot be purchased used*)

**Evaluation/Assessment - Grading, Attendance, Participation & Teaching Strategies:** Students are graded on a satisfactory/no credit basis. ***To successfully complete this course, complete assignments and journals as described. This is an intensive class and work in between each class meeting should be expected.*** Grading rubric is as follows:

**Assignments:**

Career & Company Research Paper	7 points
Tailored Cover Letter	2 points
Resume Review Scorecard	2 points
Resume	2 points
Mock Interview Scorecard	3 points
Informational Interview Report	3 points
WSJ Reflection	2 points
Bloomberg Reflection	2 points
Freshman Letter	2 points
Career Plan Paper	7 points

**Journal Assignments:**

Focus 2 Reflection	1 point
Class History List	1 point
Key Words List	1 point
Quick Pitch	2 points
Professional Associations	1 point
Pitch Practice	3 points
Personal Branding	2 points
Informational Interview Prep	3 points
Breakout Topic	1 point
Career Newsletter	2 points
StrengthsFinder	1 point
Career Advice	

**WCIYP Reading Quizzes:**

Pop Quiz	5 points
Pop Quiz	5 points

**TOTAL POINTS POSSIBLE 60**  
**POINTS REQUIRED TO PASS COURSE: 45**

Due to the highly interactive nature of the course and the focus on “lockstep” career readiness program, it is imperative that students are engaged and practice stellar time management. It is the opinion of the instructor that a career readiness course should **mimic the expectations of a business**. To that end, please be vigilantly aware of the following expectations:

- **“clock in”** by signing the attendance sheet in every class session. *(In a business setting, this causes severe complications with HR or managers and a dock in pay.)*
- **“come to work prepared”** - more than three absences will result in a failing grade – *do not plan on missing any classes*. Absence is defined in this class as being away or unavailable, physically and mentally. Therefore, please note that being more than seven minutes late, leaving early, and not participating in exercises will count as an absence *(In business, meeting expectations is critical to keeping a job.)*
- **“be diligent”** - wearing headphones or using your phone, laptop, or other mobile devices for purposes outside of MGT4410 during a class period will result in being assigned a mandatory 2 page research paper on a career readiness topic of the instructor’s choice due within 2 weeks of the violation. Failure to submit the paper before the deadline will result in a failing grade. *(If it is clear*

*you are coasting and doing the minimum on the job, it can cause termination and brutally hinder advancement in a company.)*

- **“make work your priority”** and turn all phones on silent when you step into the class and read all emails from the instructor within 48 hours. If possible, connect your email to your phone. *(In a business setting, a lack of ownership negatively impacts your credibility and can cost you your job and certainly promotions.)*
- **“ensure compliance”** – use MLA guidelines for citations and ensure all written assignments are submitted as a Word document (.doc or .docx), have “normal” margins, are double-spaced, and are in 11 or 12 pt font (Calibri or Times New Roman fonts). *(If the boss catches you cutting corners, repercussions will emerge.)*
- **“work or get fired”** - any missed assignments will result in a failing grade. *(No work, no job - enough said.)*
- **“dress for success”** – the dress code for this course is business casual or business professional. It is the goal to transition from student to professional, and this is a step in the right direction. We also have hiring professionals as guests and it’s crucial to make a good impression. *(You have one chance to make a great impression.)*
- **“be a team player”** - If you miss a class (no matter the circumstances), you are responsible for obtaining the material and information covered that day from one of your peers – your “boss” is too busy for that. So, get to know your friends in class! *(Play well with others of all types and walks or be ready to have a lonely career.)*

Special instances:

- In all instances, please note in advance that the timeliness of your communication in these matters greatly impact the decision determined by the instructor.
- Absences arranged in advance due to legal obligations (e.g. jury duty, military orders) will be granted if official documentation is provided, but assignment due dates do not change in such instances.
- Absences arranged in advance due to observation of a religious holiday of distinct importance will be considered if students provide a written request to the instructor by the end of the first week of classes, but assignment due dates do not change in such instances.
- Extended absences and postponement of assignments for death in immediate family (father, mother, sisters, or brothers) will be granted if death certificate and proof of relation is provided.
- Extended absences for major illness/injury in immediate family will be considered if doctor’s note (indicating date of illness/injury, length of care, and witness of student as caretaker) is provided, but assignment due dates do not change in such instances.
- Extended absences and postponement of assignments for student’s illness or injury will be considered if doctor’s note (indicating contagion, date of illness or injury, and/or length of recovery) is provided, but assignment due dates may not change in such instances (at discretion of instructor).

**Course Assistance:** My hope is that you find this class rewarding and relevant, and that you excel in it. If you ever feel as if you are having trouble in the course or have questions, please let me know. I am here to help you to succeed.

**Communication:** You are welcome to set an appointment, call, or email me at any time. Email works best. I do not communicate much over the weekend, so please send communications by 12 pm on Fridays when possible. It will be my goal to respond if I am on site before leaving for the weekend. To enhance student services, the University uses your UTC email address for all communications. Please check your UTC email every two days at the least. If you have problems with accessing your UTC email account, contact the Call Center at 423/425-4000.

**Accommodations Statement:** If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this

class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 102 Frist Hall.

**Counseling and Personal Development:** If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely affecting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438 or <http://www.utc.edu/Administration/CounselingAndCareerPlanning/>

**Honor Code Pledge:** "I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to insure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity." All students are expected to abide by the UTC Code of Conduct: <http://www.utc.edu/dean-students/conduct/integrity.php>.

**UTC Learn:** More course information is available at [utclearn.utc.edu](http://utclearn.utc.edu). If you need help logging into the UTC Learn system, call the UTC Help Desk at 425-2678. URL for course: [https://bb5.utc.edu/webapps/portal/frameset.jsp?tab\\_tab\\_group\\_id=21&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D2370\\_1%26url%3D](https://bb5.utc.edu/webapps/portal/frameset.jsp?tab_tab_group_id=21&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D2370_1%26url%3D)

**AACSB Accreditation:** The undergraduate and graduate programs at UTC's College of Business, in both business and accounting, are accredited by AACSB International - The Association to Advance Collegiate Schools of Business. Less than 10 percent of the world's business schools have achieved business and/or accounting accreditation from AACSB. This distinction is an achievement requiring a tremendous amount of effort.



In short, AACSB International accreditation is the world's most widely-recognized and most sought-after endorsement. It tells prospective students, faculty, and employers that an AACSB International accredited school produces graduates who are prepared to succeed in the business world.

AACSB International accreditation is earned excellence of the highest caliber. UTC's College of Business is proud to be among those schools accredited by AACSB.