Mission and Objectives

You are about to embark on an exciting journey called CAREER TREK. The mission of the Trek is to enhance your potential for career success and to provide you with a broad set of tools to more effectively manage your career. Concepts that we will cover and apply include self-assessment of values and skills, occupational interests, networking, mentoring, career dynamics, current business trends, tips for effective career management, and practical skills for obtaining employment (e.g., resume writing, Situation-Action-Result or SAR stories, and job interviewing).

To achieve this general mission, specific objectives of Career Trek include:

1. Improving your awareness of self—who you are, what makes you tick, your strengths and weaknesses, your marketable skills, and your career aspirations
2. Learning how the current business environment has changed the nature of individual careers
3. Learning practical skills and preparing a Personal Career Portfolio that will improve your potential for career success (at least the information you’ll need will be readily available)
4. Improving oral and written communication skills, which is critical to just about any occupational area in which you may want to be employed
5. Introducing you to the Career Center and giving you opportunities to use its resources
6. Developing a network of supportive professional colleagues, navigating your lifelong career journey at an exceptional level, and ENJOYING IT!!!!!

Required Trek Materials

- Blank videotape (for use with the Interview Exercise). (Supplied by student)
- Strategies For Success-Surviving and Succeeding in Today’s Job Market, Phil Blair, Manpower, Inc (Supplied by Instructor)
- Exercises as identified by the Instructor

Trek Approach

An effective Career Trek consists of a mutually committed learning partnership between the Trek Guide (me), members of the Trek (you and your classmates), and key Trek Experts (our guest speakers and members of
the business community with whom you will interact). The expectations of the Trek Guides about ourselves are:

- thorough preparation to facilitate Trek meetings and to help you learn critical career management tools as it would be in researching and applying for a real job.
- organization of topics, activities, and tasks such that the Trek is efficient, enjoyable, and enlightening
- accessibility to you for personal feedback and coaching

Our expectations of you as a Trek participant are:

- thorough preparation for Trek meetings, as this is essential to the success of our collective journey
- contribution of both your experiences and knowledge to discussions
- integrity and fairness with other Trek members and with the Trek Guides.

**PARTICIPATION & ATTENDANCE**

Much of the joy in reaching the summit is knowing how much effort you gave during the journey. Your attendance and active participation is expected to complete this Trek, both for the overall performance of the group and for your personal learning and development. This format of the class will involve a combination of (1) lectures, (2) a lot of class discussion, (3) more than “a lot” of individual and group participation, (4) possible exercises, (5) possible quizzes and there will also be outside speakers. In this course, participation is the key in accomplishing the course objectives. This is where you will learn “real life” skills. To participate, you must read the materials. Most of you have had some sort of work experience and I encourage you to volunteer comments whenever you see a connection between course content and your experiences. Participation teaches these critical skills and is essential to the success of the class. This means class discussions will weigh heavily on your grade. The diversity of class activities requires that you arrive on time and you must, obviously, regularly attend class in order to participate. Attendance will be recorded. **Two absences or more will effect your grade.** Consistently arriving late to class will also reduce your participation evaluation (so arrive ON TIME.)

The added value that you bring to class and group discussions will weigh heavily on your grade. Value added simply means that you engage in meaningful dialogue with your peers and peer groups. This can be done by (1) making observations that enhance discussions, (2) asking pertinent questions that address and add to the topics being discussed, (3) reciting examples of personal experiences that are relevant to the discussion, (4) engaging in objective devil’s advocacy, (5) disagreeing or challenging the instructor and (6) being prepared and insuring that your comments contribute to the discussions at hand, (7) listening and attentiveness, (8) courtesy, tact and a sense of humor, (9) ability to offer / accept constructive criticism, (10) overall energy / enthusiasm level.

**Trek Performance Milestones** (more details for these tasks will be provided separately)

**Occupational Analysis Report (OAR):** In keeping with our Trek theme, each Trekker needs an OAR with which to navigate the challenging white-water rapids of the current business landscape. This report involves doing research on an occupation that is of interest to you in a particular industry or company, and includes as an essential element, that you conduct an informational interview with someone currently in that occupation of interest. The deadline for the OAR is **March 19.**

**Base Camp Certification:** Just like training for scuba diving or being a personal fitness trainer requires certifications, so does the Career Trek. The Base Camp Certification consists of an in-class multiple choice and true-false format quiz (25 questions at .6 points each). You will need to bring a **green scantron** form to complete this certification. The questions will certify that you have effectively learned the important career fundamentals taught during Base Camp. The Certification quiz will be administered at the beginning of our Trek meeting on **March 9.**
**Personal Portfolio:** You will be creating a portfolio that will market YOU. The portfolio consists of components critical to effectively conducting job searches and managing your career. The portfolio will be delivered in its entirety on **April 23.** The evaluated portfolios will be returned to you at our Final class session—**Monday, May 7**—so that you may take them with you and use them in your careers.

### Performance Milestones Summary

<table>
<thead>
<tr>
<th>MILESTONE</th>
<th>% Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational Analysis Report (March 19)</td>
<td>13%</td>
</tr>
<tr>
<td>Base Camp Certification (March 12)</td>
<td>14%</td>
</tr>
<tr>
<td>Personal Portfolio (April 23)</td>
<td>35%</td>
</tr>
<tr>
<td>Mini Activities (Participation)</td>
<td>38%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

Each student has ample opportunity to demonstrate his/her mastery of the course material in the variety of assignments required in the course. There will be no provision for "extra" credit assignments. Grading will be as follows: A, 95+; A-, 90/95; B+, 87/89; B, 83/86; B-, 80/82; C+, 77/79; C, 73/76; C-, 70/72; D+, 67/69; D, 63/66; D-, 60/62; F below 60. No “make-ups” or late assignments of any kind will be available except in verifiable medical emergencies or other situations approved by the Instructor.

### Tips for Being Successful on Your Career Trek

- Perform on this trek, as in all organizations, in such a way that your bosses (the Trek Guides in this case) and peers think well of you and will be willing to give you a positive recommendation.
- Demonstrate strong written and oral communication skills. Many managers fail, not because of poor ideas but because of good ideas that are poorly communicated.
- Change things for the better. This requires openness, honesty, courage, taking risks, experimenting, and giving and receiving constructive feedback.
- Build positive, supportive relationships and help others succeed.
- Take responsibility for your own learning
- Come prepared to participate, learn, and have fun!

### Career Trek Bylaws

**UNIVERSITY WRITING REQUIREMENT**

CSUSM has established a 2500 word writing requirement for each course. This requirement will be met through the film reports, leadership write up, leadership book report and essay portions of the examinations. Each assignment will be graded on grammar, style, and presentation, as well as content.
ACADEMIC HONESTY
“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks. Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructors’ attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”
Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

ADA STATEMENT
Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should request a meeting with the instructors outside of class.

STATEMENT ON PRE-REQUISITES AND WITHDRAWALS
The pre-requisites for this course are listed in the course catalogue. The instructor reserves the right to administratively drop, at any point, any student who has not met the pre-requisites. Students choosing to withdraw from this course are responsible for doing so according to university procedures and deadlines.
# CAREER TREK SCHEDULE

<table>
<thead>
<tr>
<th>MEETING SESSION</th>
<th>TOPICS</th>
<th>TASKS (to be completed before class)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Trek Overview – The Mountain Awaits</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1 Jan 22 | 1. Introduction of Trek & Trek Participants  
2. Finding Your Fit, Passion, and Smile | Class introductions  
**Read:** Chapter 1 (read after class)  
**Activity:** Trek Info Sheet |
| 1. Three A’s of “Mount Career”  
2. Resume Fundamentals  
3. Brand YOU | Read: Chapter 2 (scan Chapter 5); [www.fastcompany.com/online/10/brandyou.html](http://www.fastcompany.com/online/10/brandyou.html)  
Activity: Brand YOU Challenge |
| **Base Camp - Know Yourself and Your Terrain** | | |
| 3 Feb 5 | **Who Are You?**  
1. “What Should I Do With My Life?”  
2. Career Aspirations (CSMQ)  
3. Personality Type and Careers  
4. Values & Work Environment Preferences | Read: Chapter 3  
Activity: Interpreting Jung ([www.humanmetrics.com](http://www.humanmetrics.com)) |
| **1st resume draft Due** | | |
| 1. SAR Stories  
2. Transferable & Job-specific Skills  
3. Equipment Employers Want You to Carry | Jung Typology test and discussion (Pam Wells) |
| 4 Feb 12 | **Passport & Traveling Party**  
1. Resumes & Cover Letters  
2. Networking & References | Read: Chapters 5 & 6  
Activity: Resume Critique/Networking Starts Here |
| 5 Feb 19 | **Corporate Destinations**  
1. Researching Occupations & Industries  
2. Researching Companies | Read: Chapter 7  
Activity: Surfin’ USA  
MANDATORY ATTENDANCE |
| 6 Feb 26 | **Custom Destinations**  
1. Entrepreneurial Opportunities  
2. Graduate Programs | Read: Chapter 8  
**Keith Butler**  
2nd Resume draft due |
| **Base Camp Reflections** | | |
| 7 Mar 5 | **Base Camp Reflections**  
Base Camp Certification | QUIZ  
MANDATORY ATTENDANCE |
| **8 Mar 12** | | |
### CAREER TREK SCHEDULE (continued)

#### Scaling the Mountain – Obtaining the Job

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Read</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 19</td>
<td>1. Effective Search Strategies for Job Leads</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>10</td>
<td>1. Preparing for the Interview</td>
<td>Chapter 10</td>
</tr>
<tr>
<td></td>
<td>2. Mock Interview Exercise</td>
<td>Completed – turn in evaluation form</td>
</tr>
<tr>
<td>11</td>
<td>1. Shining in the Interview</td>
<td>Chapter 11</td>
</tr>
<tr>
<td></td>
<td>Activity: 6,000 Reasons to Say “Hmmmm”</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>1. Following Up the Interview/ Negotiating &amp; Evaluating Job Offers</td>
<td>Chapter 12</td>
</tr>
<tr>
<td></td>
<td>1. Rules for Career Success</td>
<td>Chapter 13</td>
</tr>
<tr>
<td></td>
<td>2. SMART Goals &amp; Action Plans</td>
<td>Activity: Reaching the Summit feedback form</td>
</tr>
</tbody>
</table>

#### Occupational Analysis Report Due

#### GUEST SPEAKER

#### MANDATORY ATTENDANCE

#### Reaching the Summit – Career Success Skills

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Read</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>1. Making Tough Career Decisions</td>
<td>Chapter 14</td>
</tr>
<tr>
<td></td>
<td>2. Work-Life Balance Issues</td>
<td>“Trophy Husbands” article (see website)</td>
</tr>
<tr>
<td>14</td>
<td>1. Mentoring &amp; Talent Renewal</td>
<td>Chapter 15</td>
</tr>
<tr>
<td>15</td>
<td>Trek Completion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Portfolios Returned</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>

#### PERSONAL PORTFOLIO DUE

#### LAST CHANCE - Virtual Coaching Session

#### MANDATORY ATTENDANCE

#### Enjoys a successful career and life!!!
## TREK MINI-ACTIVITY SCHEDULE

<table>
<thead>
<tr>
<th>MINI-ACTIVITY</th>
<th>POINT VALUE</th>
<th>DATE DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSMQ (Career Success Map Questionnaire)</td>
<td>3</td>
<td>Jan 29</td>
</tr>
<tr>
<td>1ST RESUME DRAFT</td>
<td>5</td>
<td>Feb 5</td>
</tr>
<tr>
<td>2ND Resume Draft</td>
<td>8</td>
<td>Feb 26</td>
</tr>
<tr>
<td>JUNG TYPOLOGY TEST</td>
<td>4</td>
<td>Feb 12/19</td>
</tr>
<tr>
<td>MOCK INTERVIEW EXERCISE</td>
<td>8</td>
<td>Apr 2</td>
</tr>
<tr>
<td>VIRTUAL COACHING SESSION</td>
<td>5 (<a href="mailto:nielsotr@uvsc.edu">nielsotr@uvsc.edu</a>)</td>
<td>Apr 16</td>
</tr>
<tr>
<td>NETWORKING EVENT</td>
<td>5</td>
<td>Any Time before 4/16</td>
</tr>
</tbody>
</table>

TOTAL (38 points possible)
GUIDELINES FOR THE OCCUPATIONAL ANALYSIS REPORT

Due Date: March 19

Points Possible: 13

Purpose

The purpose of the Occupational Analysis Report (OAR) is to help you make more informed career choices by investigating a specific occupation and analyzing how well the potential demands and rewards of the occupation fit your skills and career aspirations.

Required Components

- (1 point) the paper must have a creative title page (including the title itself) and be no longer than two single-spaced pages in length (excluding the title page)

- (2 points) paragraph about why you are interested in this particular occupation; prior to doing this assignment, what prompted you to consider this occupation and what perceived aspects of the occupation appealed most to you (one paragraph, ½ page at most)

- (3 points) analysis of potential demands and incentives for your chosen occupation based upon one informational interview (the person’s name, organization, and title must be cited in the body of your report or as a footnote), and one of these additional three sources (1-1½ pages):
  - web site of a professional association for that occupation
  - Occupational Outlook handbook (hard copy or on-line)
  - article in a newspaper or business publication (put the reference in a footnote)

- (3 points) conclusion paragraph that provides your evaluation of the two key relationships in the Person-Job Fit Model
  - How well do your skills and personality FIT the demands of the job?
  - How well do the job’s incentives FIT your career motives/aspirations?

Evaluation Criteria

Quality of Required Elements (2 points): thorough completion of the task requirements listed above; detailed insights of what you learned from your analysis.

Written Quality (2 points): spelling/grammatical quality and written appearance (section headings and appropriate use of bullet points).
OVERVIEW

The Personal Portfolio is designed to: (1) provide an information repository that can be used throughout your career; and (2) help you better market yourself and set yourself apart from the other applicants for the positions you seek.

As indicated in the following pages, the portfolio has 11 required components worth a total of 35 points (35% of your grade). The Portfolio Checklist provides the point values for each component. Overall written appearance and quality (spelling, etc) are important and points will be taken away if these are violated. A note of caution: PLEASE do not wait until just before the Portfolio components are due to start working on them—this is not the type of task that you can perform effectively at the last minute.

To complete the portfolio, you must do the following:

1. Read carefully the accompanying portfolio component descriptions and checklist.

2. Obtain a three-ring binder (either ½ inch or one inch rings – no two inch rings please) and a packet of at least ten colored tabs (to use as category dividers).

3. Use the feedback from step 2 to help you revise those sections

4. Prepare a written summary (1 page, single-spaced, 12-point font, one-inch margins) of your experience preparing the Personal Portfolio.

5. Submit your Personal Portfolio to me on April 23, at the beginning of class.

6. I will return your evaluated portfolio to you at our Final Exam session on Monday, May 7.

7. Rejoice in your successful completion of CAREER TREK!!! Then CONTINUE to build and modify the Personal Portfolio over your career to assist in your lifelong Career Trek.
GUIDELINES FOR THE PORTFOLIO COMPONENTS

TITLE PAGE
• Create a full-page ad for Brand YOU (it should demonstrate creativity and visual appeal)
• Incorporate into the page the unique value of Brand YOU (articulating or visually depicting your strengths)
• Include the 15-words-or-less Brand YOU message that you developed in Chapter 2
• Focus the ad toward the occupation or industry that you intend to pursue

FINAL RESUME
• One or two-page final version of your resume with NO spelling errors
• Professional appearance (i.e., resume-quality paper and printer)

COVER LETTER
• Compose a meaningful cover letter for an actual job opening (attach the job description)
• Use the guidelines discussed in class and the examples in the text and from those handed out in class to assist you

ACHIEVEMENTS/PERFORMANCE (optional)
• Records of certification (diplomas, professional courses, etc.)
• Records of honors and awards (school, work, extracurricular organizations)
• Records of volunteer and extracurricular activities
• Copies of transcripts and other educational performance
• Performance evaluation documents
• Thank-you letters or notes of praise from co-workers, supervisors, customers, etc.

NETWORK
• Create a table (or list or spreadsheet) that contains information on at least ten contacts (include 10 business cards)
• Include relevant contact information (both phone number and e-mail), position information (company and job title), and what type of assistance you expect them to be able to provide

REFERENCES
• One page with names and contact information (title, organization, address, phone, fax, e-mail) for 4 references (2 professional/2 personal)
• Professional format (remember that you will give this to prospective employers)

COMPANY RESEARCH
• Research three companies that you are interested in and write a paragraph about each one
• Provide key facts and background information about each company
• Describe what the company has to offer that appeals to you (make sure you cite specifics)
**ACTION PLAN**
- Compose a long-term career mission statement that articulates where you expect (or hope) to see yourself professionally in three years
- Identify at least two intermediate SMART (Specific, Measurable, Achievable, Reasonable, and Time-phased) goals (explained in class) for each of the following three timeframes: next 3-6 months, next 6-12 months, and next 1-2 years
- Include your Personal Brand Equity (PBE) test responses for items #4 & #7 (add brief explanations on how you expect these activities to enhance your visibility and resume)
- Put a few sheets of paper (either blank or lined, your choice) in this section
- Use these pages to make notes about position openings, contacts, career decisions, and whatever

**PORTFOLIO SUMMARY**
- Use memo format and keep this summary to one page
- The most important insight you gained while preparing the Personal Portfolio
- Expected benefits of having prepared a portfolio at this stage of your career
- Difficulties or obstacles you think you may encounter in obtaining your goal
- Strengths and weaknesses
- What career you think would best fit and why

**Overall Quality & WOW Factor**
- Written quality should be excellent in terms of spelling, grammar, and organizational flow
- Written appearance should be professional with effective use of white space, section headings, and bullet points
- WOW consists of creativity, extra effort, and making your portfolio stand out (e.g., a theme)—remember that packaging yourself effectively is critical!!

**Include your OAR (2 pts) and your SAR’s (2 pts)**
**PORTFOLIO CHECKLIST**

Fellow Trekker, as you work on your Portfolio, please utilize this checklist to gauge your progress and to confirm your thoroughness in completing the task.

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>POINT VALUE</th>
<th>DATE DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Portfolio</td>
<td>35</td>
<td>April 23</td>
</tr>
<tr>
<td>_____ TITLE PAGE</td>
<td>2 points</td>
<td></td>
</tr>
<tr>
<td>_____ FINAL RESUME</td>
<td>6 points</td>
<td></td>
</tr>
<tr>
<td>_____ COVER LETTER (revised)</td>
<td>3 points</td>
<td></td>
</tr>
<tr>
<td>_____ NETWORK</td>
<td>3 points</td>
<td></td>
</tr>
<tr>
<td>_____ REFERENCES</td>
<td>3 points</td>
<td></td>
</tr>
<tr>
<td>_____ COMPANY RESEARCH</td>
<td>4 points</td>
<td></td>
</tr>
<tr>
<td>_____ ACTION PLAN</td>
<td>4 points</td>
<td></td>
</tr>
<tr>
<td>_____ PORTFOLIO SUMMARY</td>
<td>3 points</td>
<td></td>
</tr>
<tr>
<td>_____ OAR</td>
<td>2 points</td>
<td></td>
</tr>
<tr>
<td>_____ SAR</td>
<td>2 points</td>
<td></td>
</tr>
<tr>
<td>_____ Overall Quality &amp; WOW Factor</td>
<td>3 points</td>
<td></td>
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