

Career Development: Theory and Practice

Tel Aviv University International

Summer 2020

Dr. Anat Geifman-Broder

3 academic credits

Course Objectives:

- Explore and consider different career paths.
- Reflect on and dissect your internship experience in order to ensure learning.
- Build real world work knowledge and experience.
- Gain knowledge and experience in the global working world and further develop your intercultural skills.
- Learn how to “translate” your professional internship experience and demonstrate your newly learned skills on your CV.
- Improve your interview, self-presentation, and salary negotiation skills.
- Develop practical networking and job searching skills.
- Develop essential skills for navigating an intercultural work place.
- Build knowledge about current career tools, e.g. LinkedIn, Networking
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Evaluation:

Individual Final Paper: **60%**

In-class Group Presentation: **25%**

Attendance: **15%**

Attendance is mandatory in all of the sessions of this course. Attendance will be taken at each session. Missing classes will be reflected in the final grade of the course per the evaluation rules above. Any unexpected cases of absence should be reported to the faculty immediately with proper documentation required (for example: emergency matter or illness, both of which will require a doctor's note and of which a maximum of two absences are allowed without grade impact). Any absence without documentation will be treated as unexcused and reflected in the final grade.

Course Contents:

#	Subject	Contents	Required Reading from the Bibliography list
1-2	<p>First Days in the Internship Organization; Learning the new organization and how to make it a successful internship</p> <p>Self-Presentation Skills</p> <p>Integrating in a New Work Place -Challenges and Problem Solving</p>	<ul style="list-style-type: none"> • Entry strategies • Organizational structures and Strategies • Organizational Culture • Work Processes • How to integrate in a new work place? <ul style="list-style-type: none"> • Analyzing work processes, what is your role in the process? • Goals and expectations from internship Your added value for the employer (internship) • Your USPs, Swot analysis • Self-Presentation skills • Practice your Elevator Pitch <ul style="list-style-type: none"> • How to integrate in a new work place? • Analyzing interpersonal problems at the work place (sharing experiences) • Analyzing work processes, your role in the process, in the team- case studies from your work place – discussion and solutions 	<ul style="list-style-type: none"> • Watkins, M. (2003). The first 90 days: Critical success strategies for new leaders at all levels. Boston, Mass: Harvard Business School Press. • Sweitzer, H., & King, M. (2014). Chapter 9: Internship Essentials. In The Successful Internship: Personal, Professional, and Civic Development in Experiential Learning (Fourth ed., pp. 264-277). Belmont, California, • Farner, S. M., & Brown, E. E. (2008). College students and work world. Journal of Employment Consulting, 45(3), 108-114. • Ibarra, Herminia, and Kent Lineback. "What's your story?" Harvard business review 83.1 (2005): 64-71. CA: Brooks/Cole. • Watkins, M. (2003). The first 90 days: Critical success strategies for new leaders at all levels. Boston, Mass: Harvard Business School Press.

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3. Earley, P. Christopher, and Elaine Mosakowski. "Cultural intelligence." Harvard business review 82.10 (2004): 139-146.
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5. Gati I, Amir T. Applying a systemic procedure to locate career decision-making difficulties. Career Development, Quarterly 2010; 58(4): 301-20.
6. Gershon, I. () "I'm not a businessman, I'm a business, man" "Typing the neoliberal self into a branded existence", Hau: Journal of Ethnographic Theory ,6 (3): 223–246.
7. Greenhaus, J. H., Callanan, G. A., & Godshalk, V. M. (2010). Career management. Thousand Oaks, CA: Sage. Chapter #6.
8. Greer, J. (2010). The art of self-marketing online: To find a job, enhance your social network and expand your presence on the Web. US News & World Report, 147, (5), 30
9. Hansen, R. S. (2010). Building your online career brand: Five tools for job seekers. Retrieved from :[Http://www.quintcareers.com/career_branding.html](http://www.quintcareers.com/career_branding.html)
10. Ibarra, Herminia, and Kent Lineback.(2005) "What's your story?" Harvard business review 83.1 pp: 64-71.
11. Mikacic, M. T., & Ovsenik, M. (2013). Career planning as a building block for personal excellence. Organizacija. 46(6), 235-252.
12. Murdock, A, and Scutt N. S. (2001). Personal Effectiveness, Butterworth Heinemann.
13. Sweitzer, H., & King, M. (2014). Chapter 9: Internship Essentials. In The Successful Internship: Personal, Professional, and Civic Development in Experiential Learning (Fourth ed., pp. 264-277). Belmont, California, CA: Brooks/Cole.
14. Watkins, M. (2003). The first 90 days: Critical success strategies for new leaders at all levels. Boston, Mass: Harvard Business School Press.
15. Zemach-Bersin, Talya. "American Students Abroad Can't Be 'Global Citizens'". <http://chronicle.com> Section: Commentary Volume 54, Issue 26, Page- A34

Career Development -Group Presentation Guidelines

In this assignment you will work in pairs or threes and prepare a presentation on one of the following topics of your choice:

1 -Critical analysis of a career related article, including reflection, analysis and examples related to your own studies and career development (the article will be provided by the lecturer at the beginning of the course).

2 -An in-depth analysis and examination of one of the team members' internship organization including internal and external process analysis, strategy, organizational structure, career development opportunities, management practices and other aspects including in the contents of this course.

At the end of the first meeting, the names of the team members will be submitted to the lecturer.

In-person meetings with the lecturer will be held at the end of the first session of the course for accurate guidance on this assignment. The presentations will be held every lesson starting with lesson #2.

The assignment marks 30% of the final grade in the course.

Good Luck,

Dr, Anat Geifman-Broder.

Career Development -Internship Course Final Paper Guidelines

The final paper must contain the following components:

1. The personal development workshop materials (1st class) -3 pages

- a) Your Elevator Pitch (see the main components required).
- b) Personal Swot Analysis including strategies to build your strengths (see table attached).
- c) Your Internship Organization Swot Analysis (see table attached).

2. A Job Interview Description –3 pages

You are being interviewed by the HR manager in an organization for a junior position in your field. Describe a full interview (questions as well as your answers). The interview will include **13** questions (and answers) at least.

3. LinkedIn- Profiles Analysis- one page

Find 3 profiles in LinkedIn that are interesting for you (their career path, professional activities, organizations they worked for etc.). Write what you learn-gain from these profiles in this stage of planning your career. Attach the link to each profile.

4. One Article Review – one page

Choose one article from the course bibliography (attached). Write a one page on how the content of this article helped you to gain more from the internship experience or understand it better.

5. **'Guide to the Internship Participant' – 2 pages** - that will include all of your insights and tips that can help future students in your internship place and /or in an internship in Israel (including cultural aspects) to benefit from their internship experiences. Creativity and depth will be important here.

Please send the course paper (10 pages , A4 , double space) to my mail:
anatgb@icloud.com, no later than one week after the last course session.

The grade will be based on the degree to which the paper includes the key topics covered during the course, depth of analysis and creativity.

Components for Final Paper:

For the 1st task - Your Elevator Pitch-

Your education and professional experiences

The roles and functions you are good at, what can you bring you to a new employer or important contact person?

Where do you think your skills will be valued?

Why are you unique ?

What are you looking for?

Personal SWOT Analysis

<u>Strengths</u>	<u>Weaknesses</u>
<u>Opportunities</u>	<u>Threats</u>

Building Your Strengths- Strategies

1/

2/

3/

4/

5/

6/

7/

Internship Organization - SWOT Analysis

<p><u>Strengths</u></p>	<p><u>Weaknesses</u></p>
<p><u>Opportunities</u></p>	<p><u>Threats</u></p>

TAU International Academic Guidelines

Rules and Respectful Behavior

- No cell phones permitted in class unless approved by instructor for use
- Tardiness to class is not permitted
- As our courses bring together students from many different styles of learning and from a wide variety of home institutions, we ask that students remain respectful to and patient with fellow classmates at all time as some students may be more familiar with certain course material or procedures than others.

Learning Accommodations

In accordance to University guidelines, students with learning disabilities or accommodation requests must submit official documentation from their home country / university (translated into English by notary) to TAU International in advance of arrival describing in detail any specific needs they have. Students must also bring a copy of this documentation with them on-site and give it to their faculty on the first day of class while introducing themselves so that the faculty know who they are and what sorts of needs they may have. Without official documentation, TAU may not be able to honor accommodation support. With supporting documentation, TAU International and its faculty cannot guarantee that all accommodations received at the home school can be similarly met at TAU but certainly does the best it can to make any suitable accommodations possible. For example, TAU is usually not able to offer note-taking services in English or advance viewing of classroom presentations, exams, or assignments. It may be an option to provide a student with additional tutoring or support outside the classroom as needed. Students should be aware that this additional support cannot be guaranteed and is based on teacher availability in the subject as well as the specific student level. If available, the cost of additional tutoring or support will be the sole responsibility of the student.

In-class Exams

TAU does not permit, under any circumstances, taking any in-class (including mid or final) exams early or later than the scheduled exam day. When selecting courses, it is thus very important to note if there is an in-class midterm or final exam as this date/exam cannot be changed. It is also the student's responsibility to clarify exam dates with the professors at the beginning of a course, with the understanding that not all exam dates can be decided up front as it can sometimes depend on the pace of the course and class learning. It is the student responsibility to plan to be present for all courses including the final day of class for this reason. Early departures from the program are not approved, nor are early or exception in-class exams.

TAU International Absence Policy

Attendance is mandatory in all of the courses including Hebrew Ulpan. Faculty can and will take attendance regularly. Missing classes will be reflected in the final grade of the course. Up to three justified and properly documented absences from classes may be accepted (for example: emergency matter or illness, both of which will require a doctor's note). Such cases of absence should be reported to the faculty immediately and again, a doctor's note is required. Teachers are entitled to treat any absence without documentation as unexcused. **Some of our summer courses such as the Internship Seminar require more practical in-class work;**

thus, attendance policies may be stricter in these cases and students then must adhere to the stricter attendance policy as outlined by the faculty/syllabus.

Students are required to arrive on time for classes. Teachers are entitled to treat any single case of lateness and/or repeated lateness as an unjustified absence.

Please note that according to official TAU Academic Policy, if a student's behavior or attendance during the summer is disagreeable his/her course and program participation may be cancelled at the discretion of TAU with no due refund.

Students are responsible for reading and adhering to the policies and procedures in the TAU International Academic Handbook [posted here](#) at all times.