

University of Houston  Clear Lake

Developing a Career & Professional Development Course

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Workshop Agenda

- Background of the course(s)
- Guiding Theories and Principles
- Key learning objectives
- Structure, activities, projects
- Outcomes (ratings, student feedback, stories)

Guiding Theories

- Social Cognitive Career Theory
- Chaos Career Theory/Planned Happenstance
- Person-Environment – Holland Theory
- Community Career Development

Background

- Previous Courses:
 - PSYCH 5335 (2009-Present): For Professional Psychology Graduate Students
 - MGMT 4931 (Spring 2018): Elective, pilot course for undergraduates majoring in Management
 1. Identify career options and personal skills, strengths, and weaknesses.
 2. Design an effective resume and cover letter.
 3. Develop effective interviewing skills.
 4. Learn and practice proven job search techniques
 5. Research the labor market and individual organizations.
 6. Develop a clear understanding of what it means to be a business professional.
 7. Develop professional ethics and behavior proficiencies with an emphasis on understanding the ethical dimensions of personal and organizational decisions and being able to apply this understanding to making professional and personal decisions in future employment.

Business Principles: BAPA 1301

- Formerly “Introduction to Business”
- College of Business wanted it re-engineered to include career development and employer engagement
- Held Tuesday and Thursday, 11:30-12:50 p.m.
- Student enrollment has ranged from 65 to 90 students. All undergrads, 40% freshmen/sophomores, 50% juniors, 10% seniors
- 95% business majors, 5% mix of liberal arts/STEM
- Fall 2018 to Spring 2020 (first half) was face-to-face
- Fall 2020 to Spring 2021 was synchronous/asynchronous

Business Principles: Course Objectives

On completion of this course, students should be able to:

1. Identify career options based personal skills, interests, values and labor market research.
2. Design an effective resume and social media presence.
3. Learn how to communicate effectively with business leaders and professionals.
4. Accurately describe the various operating parts of a business as well as their logical internal linkages.
5. Specify differences between the specialized academic fields of business, noting both their distinctive and complementary aspects.
6. Clearly and precisely describe common business terms.
7. Conduct research on the labor market and individual organizations.
8. Develop a clear understanding of what it means to be a business professional.
9. Develop professional ethics and behavior proficiencies with an emphasis on understanding the ethical dimensions of personal and organizational decisions and being able to apply this understanding to making professional and personal decisions in future employment.
10. Develop and apply the use of current video technology to conduct professional presentations and meeting which are being adopted in the workplace.

Community Engagement

Company Visits Instructions

- A major goal of this class is to give students majoring in business exposure to the real world of work and help them find their best fit in that world.
- Students will be breaking up into 9 working teams (8-10 students per team) and will be assigned to one of the companies/organizations who have agreed to host a virtual tour.
- In advance, you are to research your organization, generate questions you want to ask at the tour (screened and submitted to me and to the company in advance), schedule directly with the assigned company the date and time for the tour.
- After the tour you will conduct a virtual 10-15 minute presentation to the class on what you learned, such as, business functions, history, mission/vision/values, internship opportunities, and social responsibility.



Community Engagement

Spring 2021 Company Sites

- **EPIC**
- **Enterprise Holdings**
- **Cenikor Foundation**
- **Perry Homes**
- **HCSS**
- **Texan Bank**
- **Bevy.com**
- **LinkedIn, Inc.**
- **DRDA, PLLC**



Community Engagement

Subject Matter Experts (aka, Guest Speakers) Fall 2020 & Spring 2021

Dustin Martin – East West Bank – VP, Portfolio Management/ LinkedIn

*Denise Navarro – Logical Innovations - Entrepreneur

*Jennifer Gloria Salzar – UT MD Anderson – Supply Chain/Operations/Robotics

Laurien Tolette & Team– DRDA - Accounting

Dr. Tim Michael – UHCL – Finance

*Bobby Miller – KinderMorgan - Finance

*James Robert Lay - Digital Growth Institute - Marketing

Winnie Tu– HCSS-Human Resources/Professionalism in the Workplace

*Nadia McKinney – LinkedIn, Inc.– Human Resources/Talent Acquisition/Diversity and Inclusion

Marina Guerra – EEOC – Outreach & Education Coordinator/Workplace Rights and Civility

Sandy De La Garza – Enterprise Holdings – Management

Lilian Davenport – Executive Coach – Retired Corporate Executive/Leadership

Yuka LaTulippe – World Fuel Services Inc. – Project Management/Information Technology

* = UHCL Alumni

Community Engagement

Past Guest Subject Matter Experts

Bryan Clark – BC Consulting

Kimberly Campbell – Quest Business Strategies

Jason Miller – Chevron Phillips

Chris Brobey – Thompson Gray

Sherri Osterlund – TDECU

Bill Manovich - SimpleScrub

Community Engagement

Topics:

Entrepreneurism

Professionalism in the Workplace

Workplace Rights & Civility

LinkedIn Branding

Leadership

Management and Supervision

Resume Writing & Interviewing

Community Engagement

Topics:

Careers in ...

Accounting

Finance

Marketing

Human Resources

Information Technology

Supply Chain Management

Project Management

Management

Career Portfolio project

1. Career Portfolio Project

30 points

Establishing profiles on career management platforms is a key part of learning about and applying to professional job opportunities. Each student will be required to establish a professional profile using UHCL's Jobs4Hawks system (aka, Handshake). The following career materials must be included in the profile.

a. Resume

4 points

Students are required to write a rough draft and a final draft of a resume. The rough draft should incorporate the instructions given in class. The final draft should be perfect: no mistakes and include all corrections made on the rough draft. Your grade will depend on how well you follow these instructions.

b. LinkedIn Profile

2 points

Having a LinkedIn professional profile is now an essential tool in the job search process as well as developing a professional online presence. Follow the instructions given in class and in the LinkedIn handout. Each student will submit a screenshot of their LinkedIn profile (picture, tagline, education, and experience sections) by email to the instructor for feedback. For a grade, you will attach a link to your LinkedIn profile in the Logo and Header Section of your resume. The instructor will go to your page and evaluate your professional image (profile picture), tagline/branding line, the quality of information provided about your experience.

c. Completed Jobs4Hawks Profile Sections

1 points

Students must fill out the following sections of the profile: Your Interests, My Journey, Education, Work & Volunteer Experience, Organizations & Extracurricular, Courses, Projects. Keep in mind that under Work & Volunteer Experience that you must describe your work and accomplishments.

CAREER PORTFOLIO PROJECT

Your One Minute Personal Presentation

2 points

Student will video and record themselves presenting their one minute personal presentation. Student must include the following information:

1. Name
2. Major
3. Date of Graduation
4. What type of job you are interested doing

Student can use Zoom/Youtube link or Blackboard Collaborate to record this assignment (see attached tip sheet for using Zoom and Youtube in Assignments on Blackboard)

Business Documentary Essay

- **Silicon Cowboys**

20 points

Students are required to watch and write an essay about the selected business documentary: Silicon Cowboys found under Videos in the Library Course Guide. Each student will watch the documentary and then write a 3-5 page essay answering the questions posed by the instructor. The essay needs to be double-spaced, Times New Roman font, 12 points, and written on a Word Document. It is NOT to be submitted as a PDF or Google Document.

- <https://uhcl.libguides.com/BAPA1301>



Extra credit

- Opportunities for extra credit may be obtained through:
- Volunteering with career events,
- Leading an in-class student team
- Utilizing the mock interview services provided in the Career Services Dept.
- Conducting an informational interview with a professional who is working in an occupation that you are interested in pursuing
- Attending a Career Services event.
- Taking a career assessment (Strong, MBTI, StrengthsFinder) and getting it interpreted by a Career Services staff.

Course Ratings Fall 2020

 Summative

 Formative

 Quantitative

 Qualitative

Summary Evaluation of Teaching Effectiveness

View:

 Compare to:

Summary

Your Average:



5

Converted Average Comparison:



67

Progress on Relevant Objectives

Your Average:



4.9

Converted Average Comparison:



67

Ratings of Summative Questions

Your Average*:



5

**Average of Excellent Teacher and Excellent Course*

Converted Average Comparison:



66

Course Ratings Spring 2021

☰ Summative **i** Formative **📊** Quantitative **☰** Qualitative

Summary Evaluation of Teaching Effectiveness

View: **?** Compare to:

Summary

Your Average:

 5

Converted Average Comparison:

65

Progress on Relevant Objectives

Your Average:

 4.8

Converted Average Comparison:

64

Ratings of Summative Questions

Your Average*:

 5

**Average of Excellent Teacher and Excellent Course*

Converted Average Comparison:

65

Student Feedback

“Appreciated the guest speakers over zoom. They really provided us with great information about different functions in the business world. Genuinely cares about our understanding and progress in this class. Group projects with 12+ people and only meeting over zoom was difficult. Trying to get everybody together and making sure they did their part was difficult.”

“Invited several business professionals to speak to the class to shed light on the career paths we have to look forward to. These guest speakers were an invaluable source of information that really gave this class an element of excitement to attend.”

“This was one of the most exciting courses I have taken! Professor Crocker gave relevant assignments that applied to the actual world. I acquired a lot of new information that went towards my work of scope.”

“The best part of this class was having various guest speakers taking time off their busy schedule to educate us in real life scenarios. Motivating us and not only showing us that all things are achievable through hard work, but also giving us valuable tips on how to get there.”

“He introduced us to professionals in a range of fields that we could connect with to gain information and help with our future careers. Bringing in outside successful business alumni from UHCL was a terrific idea.”

“I feel like this class is so important for business majors to take. Guest speakers are constantly sharing information about different fields and what it takes to get there. Along with that, we get to see the actual operations of a company and make connections on the way.”

“I didn’t know what to expect going into this class. I figured it would be a fine class, but I was really just checking off a box. As I reflect back over the semester, I’m realizing that it has turned out to be one of the most practical business courses I’ve taken. Even though this is a freshman level course and I’m approaching my senior year, I gained so much from taking it. The exposure to real people from the business world currently doing the jobs we are all hoping to do when we graduate was an incredible opportunity. I am thankful to all of the speakers for taking valuable time out of their days to share their knowledge and experience with us.”

“After a great semester of hearing from a group of awesome speakers who work in different fields of business, class discussions, and my group’s company tour, at this point I can say I wish to pursue a career in management. . . I’ve learned so much from this course and even though I don’t want to pursue a career like accounting, I now have better knowledge of it which I feel makes me more well-rounded and valuable. I have a better understanding of all the fields and find a distinct importance for all jobs that make up a business..”

Lessons Learned

- Students are impacted positively by the community engagement and outside the classroom activity
- The instructor can be more of a facilitator versus lecturer
- The classroom is a great opportunity incentivize student affairs influence
- Professionals utilized in the course have expressed how meaningful it is for them to contribute
- The companies involved in the course have increased their overall presence on campus (e.g., HCSS, Perry Homes, World Fuel Services, HCS Healthcare, Texan Bank, Logical Innovations, Cenikor Foundation, DRDA)
- Connections are made outside of the class between students and community professionals
- Students struggle with teamwork and communication (future focus moving forward)
- There is much work to be done in professionalism training

Questions? Ideas?

