

**Administrative Studies**  
**Course Number: 33:011:303**  
**Course Title: Conquering Your Transition**

## **COURSE DESCRIPTION**

This is an RBS required course and the third and final in the Career Development course series. This course is designed to translate your accumulated business knowledge and experiences into success in the business world. Students will demonstrate mastery of their professional branding materials (resume, LinkedIn profile, pitch) and adopt an identity as a lifelong learner who continues to seek improvement beyond the college classroom.

- **Career Readiness:** Understand and prepare for workplace culture and performance assessments
- **Skills Development:** Identify in-demand supplementary workplace skills and how to master them; understand the principles of sound personal finance, budgeting, and investing
- **Academic Advising:** Understand how professional development, certifications, graduate education, and other on-going learning opportunities are important and how to gain access to them

The class is focused on helping students to navigate their transition from college to the workplace. This will include learning about the full-time job offer process, evaluating offers, and understanding common raise and promotion practices once in industry. It will also involve mastering skills necessary to foster a supportive professional network, navigate the challenges of personal finance, and navigate difficult yet common workplace challenges.

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## **COURSE MATERIALS**

**Lecture and Materials:** Will be provided throughout the course, primarily through Canvas ([canvas.rutgers.edu](https://canvas.rutgers.edu)).

**Systems:** Use of RBS Career Management and academic advising systems such as CareerKnight, Handshake, REAL, Zoom, and other systems as identified. Students will also need video recording equipment/technology for some assignments.

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## LEARNING GOALS AND OBJECTIVES

This course is designed to help students develop skills and knowledge in the following area(s):

- **Knowledge:** Students will gain knowledge and perspective regarding the expectations of workplace and corporate culture
- **Skills:** Students will develop/strengthen skills to supplement their business knowledge (excel, tableau, etc.) as well as skills to improve their financial literacy such as budgeting and investing
- **Networking:** Students will hone their networking skills and be provided opportunities to connect with alumni and career professionals

**Students will be able to:**

- Translate accumulated business knowledge and experience into a professional value proposition
- Identify their competencies, effectively communicating areas of strength to others and actively improving areas of development
- Understand and prepare for the expectations of workplace culture and performance
- Understand the career implications of in-office, hybrid, and remote work environments
- Build competency in business presentation skills, creation of materials and delivery of presentation
- Evaluate job offers and career opportunities holistically
- Foster an identity as an RBS alumni and lifelong learner
- Wisely manage their income and build wealth

Students develop competencies through the following course activities and assignments:

- **Workshops:** These include lectures and interactive group exercises designed to ensure comprehension.
- **Individual Counseling:** These sessions explore career goals, develop a personal brand, and enhance career management knowledge and skills.
- **Assignments:** These are designed to reinforce concepts acquired, e.g., leadership and communications skills, discussed and learned in class.
- **Webinars:** These complement workshop and assignment materials.
- **Suggested texts** will be discussed in class.

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## ACADEMIC INTEGRITY

*I do NOT tolerate cheating.* Students are responsible for understanding the RU Academic Integrity Policy (<http://academicintegrity.rutgers.edu/>). I will strongly enforce this Policy and pursue *all* violations. On all examinations and assignments, students must sign the RU Honor Pledge, which states, “On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment.” [I will screen all written assignments through *SafeAssign* or *Turnitin*, plagiarism detection services that compare the work against a large

database of past work.] Don't let cheating or plagiarism destroy your hard-earned opportunity to learn and advance. See [business.rutgers.edu/ai](https://business.rutgers.edu/ai) for more details.

## Artificial Intelligence and Chat GPT

We will incorporate AI into many of our sessions. When it comes to assignments, the use of AI tools such as ChatGPT are allowed, but their use **MUST** be cited, and final submissions must be the original work of the student. Don't let cheating destroy your hard-earned opportunity to learn

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## ATTENDANCE AND PREPARATION POLICY

Students are graded on both attendance and participation. Many of the class sessions are interactive and hands-on. You are expected to attend class and also participate in all activities. There will be 2 separate grades for this: the number of classes attended (up to 10 points) and the level of participation (up to 10 points)

Absences: You are allowed up to 2 absences. Because much of the course content and learning takes place during the class itself, missing 3 or more classes will result in a lower grade.

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## CLASSROOM CONDUCT

- **Ground Rules:** Showing *respect* for students, presenters, instructors, CA's: elements of professionalism.
  - **Engagement:** Discussion and interactions will be encouraged throughout the course. We will have several guests from the professional and corporate community, including many recruiters – it is expected that you represent RBS well. This includes dressing professionally at times and being attentive.
  - **Timeliness:** Expect me to arrive on time for each class session and stay for the entirety of each class. I expect the same of you
  - **Questions:** Questions and student interaction is highly encouraged: we want to hear your questions, comments and thoughts about the topics covered in class. Your engagement and participation are key for the success of this class (see grading chart).
  - **AI:** Artificial Intelligence will become an important tool during your career journey. Therefore, I highly encourage you to use it for all assignments. You must site that you used it and keep an audit trail (ex. ChatGPT transcript) each time it is used.
  - **Dress code:** Casual (Business Casual with external guests)
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**THE MOST UP TO DATE ANNOUNCEMENTS, DUE DATES, AND COURSE MATERIALS WILL BE FOUND ON OUR CANVAS COURSE SITE**

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## GRADING POLICY

### Grading Scale

93 – 100 pts = A

87 – 92.99 = B+

81 – 86.99 = B

75 – 80.99 = C+

70 – 74.99 = C

60 – 69.99 = D

<60 = F

### Final Grade Distribution

Final Grades are made up from the following distribution:			
Grading Element		Points	% of Grade
Persuasive Presentation		20	20%
Weighted Job Criteria		5	5%
Personal Finance		20	20%
Self-Analysis (SWOT)		10	10%
Applied Ethics Case Study		15	15%
Career Goal Essay		10	10%
Attendance AND Participation		20	20%
<b>Total</b>		100	100%

### ASSIGNMENTS POLICY

Assignments must be turned in by the due date/time. No late assignments will be accepted. This is an Assignments and Practice based course – in lieu of substantial readings you are expected to devote approx. 2-4 hours a week to developing high quality assignments. Do not wait until the last day to complete and submit your assignments as you may run into technical difficulties or it may take you longer than you think. There are no extension or late assignments accepted in this class: You cannot earn any credit if the assignment is late or not submitted. A rubric will also be provided for most assignments and will be available on Canvas. The rubric is how the CA's will grade assignments. Students cannot make-up work for this course.

### COURSE SCHEDULE

Class	Topic	Details
1	Course Overview & Career Collateral Review.	Course Requirements; Discussion with students: what do they need most right now to help with their transition. Revisit key career collateral and come prepared to share and practice.
2	Transition to the Workplace: Workplace Culture and Expectations	Performance reviews, raises and promotions, navigating supervisor and peer relationships, 'managing up'. Workplace standards for communications and engagement.
3	Navigating Job Offers. Workplace Modalities.	Best practices in assessing the "whole" offer; elements and criteria to consider. In-office work versus remote; strategies for each.
4	Presentation Review & Assignment. Ethics Case Study.	Review Elements of effective business presentations. Discuss presentation assignment & begin in-class topic selection. Overview of Business Ethics framework & overview of assignment.
5	Review & Discuss Business ethics case studies. Professional Etiquette at work and out of the office.	Small group discussion of ethics case. Key takeaways. Discussion of etiquette in various business settings.
6	Personal Finance 1	Principles of personal finance, developing a budget
7	Professional/Alumni Panel	Performance in the workplace: performance pitfalls, politics, best practices. Navigating early career challenges and opportunities, making career pivots.
8	Personal Finance 2	Investment vehicles, long term planning, building wealth
9	Career Goals: short & long term. Networking session.	General discussion of how to think about career goals. SOAR framework. In-class networking session.
10	Personal Career Assessment & Goals. Lifelong Learning.	Use SOAR assignment to reflect on strengths & weaknesses; outline broad career goals. Growth mindset and resources for continual learning.

Note: Guest speakers present throughout the semester to enhance the student experience. These may include Alumni, Executives, and Company Recruiters. Presentations by different organizations and student led clubs are given to expose students to all the opportunities at RU/RBS.

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## SUPPORT SERVICES

If you need accommodation for a **disability**, obtain a Letter of Accommodation from the Office of Disability Services. The Office of Disability Services at Rutgers, The State University of New Jersey, provides student-centered and student-inclusive programming in compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the New Jersey Law Against Discrimination. More information can be found at [ods.rutgers.edu](https://ods.rutgers.edu).

[Rutgers University-New Brunswick ODS phone (848)445-6800 or email [dsoffice@echo.rutgers.edu](mailto:dsoffice@echo.rutgers.edu)]

[Rutgers University-Newark ODS phone (973)353-5375 or email [ods@newark.rutgers.edu](mailto:ods@newark.rutgers.edu)]

If you are ***pregnant***, the Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy.

[Rutgers University-New Brunswick Title IX Coordinator phone (848)932-8200 or email [jackie.moran@rutgers.edu](mailto:jackie.moran@rutgers.edu)]

[Rutgers University-Newark Office of Title IX and ADA Compliance phone (973)353-1906 or email [TitleIX@newark.rutgers.edu](mailto:TitleIX@newark.rutgers.edu)]

If you seek ***religious accommodations***, the Office of the Dean of Students is available to verify absences for religious observance, as needed.

[Rutgers University-New Brunswick Dean of Students phone (848)932-2300 or email [deanofstudents@echo.rutgers.edu](mailto:deanofstudents@echo.rutgers.edu)]

[Rutgers University-Newark Dean of Students phone (973)353-5063 or email [DeanofStudents@newark.rutgers.edu](mailto:DeanofStudents@newark.rutgers.edu)]

If you have experienced any form of ***gender or sex-based discrimination or harassment***, including sexual assault, sexual harassment, relationship violence, or stalking, the Office for Violence Prevention and Victim Assistance provides help and support. More information can be found at <http://vpva.rutgers.edu/>.

[Rutgers University-New Brunswick incident report link:

<http://studentconduct.rutgers.edu/concern/>. You may contact the Office for Violence Prevention and Victim Assistance at (848)932-1181]

[Rutgers University-Newark incident report link:

[https://cm.maxient.com/reportingform.php?RutgersUniv&layout\\_id=7](https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=7) . You may also contact the Office of Title IX and ADA Compliance at (973)353-1906 or email at [TitleIX@newark.rutgers.edu](mailto:TitleIX@newark.rutgers.edu). If you wish to speak with a staff member who is confidential and does **not** have a reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)353-1918 or email [run.vpva@rutgers.edu](mailto:run.vpva@rutgers.edu)]

**Bias incidents:** an act – either verbal, written, physical, or psychological that threatens or harms a person or group on the basis of actual or perceived race, religion, color, sex, age, sexual orientation, gender identity or expression, national origin, ancestry, disability, marital status, civil union status, domestic partnership status, atypical heredity or cellular blood trait, military service or veteran status.

**Bias incidents can be reported online at:**

[New Brunswick Bias Incident Report Form](#)

[Newark Bias Incident Report Form](#)

If students who have experienced a temporary condition or injury that is adversely affecting their ability to fully participate, you should submit a request via

<https://temporaryconditions.rutgers.edu> .

If you are a military **veteran** or are on active military duty, you can obtain support through the Office of Veteran and Military Programs and Services. <http://veterans.rutgers.edu/>

If you are in need of **mental health** services, please use our readily available services.  
[Rutgers University-Newark Counseling Center: <http://counseling.newark.rutgers.edu/>]  
[Rutgers Counseling and Psychological Services–New Brunswick: <http://rhscaps.rutgers.edu/>]

If you are in need of **physical health** services, please use our readily available services.  
[Rutgers Health Services – Newark: <http://health.newark.rutgers.edu/>]  
[Rutgers Health Services – New Brunswick: <http://health.rutgers.edu/>]

If you are in need of **legal** services, please use our readily available services:  
<http://rusls.rutgers.edu/>

Students experiencing difficulty in courses due to **English as a second language (ESL)** should contact the Program in American Language Studies for supports.  
[Rutgers–Newark: [PALS@newark.rutgers.edu](mailto:PALS@newark.rutgers.edu)]  
[Rutgers–New Brunswick: [eslpals@english.rutgers.edu](mailto:eslpals@english.rutgers.edu)]

If you are in need of additional **academic assistance**, please use our readily available services.  
[Rutgers University-Newark Learning Center: <http://www.ncas.rutgers.edu/rlc>]  
[Rutgers University-Newark Writing Center: <http://www.ncas.rutgers.edu/writingcenter>]  
[Rutgers University-New Brunswick Learning Center: <https://rlc.rutgers.edu/>]

[Optional items that many faculty include:

- Students must sign, date, and return a statement declaring that they understand the RU Academic Integrity Policy.
- Students must sign, date, and return a statement declaring that they understand this syllabus.]

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## CODE OF PROFESSIONAL CONDUCT

[If you prefer to direct students to the conduct policy online instead, please use the following link and place it beneath the header above:  
<https://myrbs.business.rutgers.edu/students/code-professional-conduct>]

Rutgers Business School is recognized for its high-quality education. To that end, maintaining the caliber of classroom excellence, whether in person or online, requires students to adhere to the same behaviors expected in professional career environments. These include the following principles:

### Discussion and Correspondence

- Each student is encouraged to participate actively in class discussions and exercises. Substantive dialogue requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Disagreement and the challenging of ideas must



happen in a supportive and sensitive manner. Hostility and disrespectful behavior will not be tolerated.

- In correspondence and in the classroom, students should demonstrate respect in how they address instructors. Students should use proper titles unless there is an explicit understanding that the instructor accepts less formal alternatives. Similarly, appropriate formatting in electronic communication and timely responsiveness are all expectations in every professional interaction, including with instructors. Everything said and written should demonstrate respect and goodwill.

### **Punctuality and Disruption**

- Class starts and ends promptly at the assigned periods. Students are expected to be in their seats or present online and ready to begin class on time.
  - Take your responsibility to attend class seriously. Your attendance is a critical element of the learning experience for in-person classes. Failure to show up disrupts your learning and signals disrespect to your peers and instructors. (Of course, illness is a legitimate exception requiring advanced reporting to the [University](#) and your instructors.)
  - Barring emergencies and within reason, students are expected to remain in their seats for the class duration. In person, packing belongings before the end of class disturbs both other students and the instructor. Online, attending to other tasks is distracting. In addition, even if webcams are not required in your course, your attention is fundamentally lacking if you are engaged in multiple tasks simultaneously.

### **Technology**

- The use of technology is sanctioned only as permitted by the course instructor. As research on learning shows, peripheral use of technology in classes negatively impacts the learning environment in three ways:
  1. Individual learning and performance directly suffer, resulting in the systemic lowering of grades earned.
  2. In the classroom, one student's use of technology automatically diverts and captures other people's attention, thus impeding their learning and performance. Moreover, even minor infractions have a spillover effect and result in others doing the same.
  3. Subverting this policy (e.g., using a phone during class, even if hidden below the table or out of sight from your webcam; tapping on a smartwatch; using a laptop for non-course related matters) is evident to the course instructor and offensive to the principles of decorum in a learning environment.



- Networking, computing, and associated resources in the trading rooms, advanced technology rooms, and general classrooms are to be used in the manner intended.
- Sharing links to private online classes, attempting to join an online class you are not enrolled in, or posting disruptive content during these sessions are strictly prohibited and may lead to disciplinary action.
- For more instructions on information technology resources at Rutgers University, please refer to the [Acceptable Use Policy for Information Technology Resources](#).

### **Misappropriating Intellectual Property**

- Almost all original work is the intellectual property of its authors. These works may include syllabi, lecture slides, recorded lectures, homework problems, exams, and other materials, in either printed or electronic form. The authors may hold copyrights in these works, which U.S. statutes protect. Copying this work or posting it online (on sites such as Chegg or Course Hero) without the author's permission may violate the author's rights. More importantly, these works are the product of the author's efforts; respect for these efforts and the author's intellectual property rights are important values that members of the university community take seriously.
- For more instructions on copyright protections at Rutgers University, please refer to the [Rutgers Libraries](#).

Rutgers Business School is committed to the highest standards of integrity. We value mutual respect and responsibility, as these are fundamental to our educational excellence inside and outside the classroom.