



MORAVIAN COLLEGE

Course:	MGMT 223A: Management Organizational Theory Spring 2010
Time/Day:	M/W: 1:10pm - 2:20pm
Location:	Comenius Hall, 218
Instructor:	Katie P. Desiderio, Ph.D.
E-mail:	kdesiderio@moravian.edu
Office:	Comenius Hall 205B
Hours:	M, T, W & R 2:30-3:30pm & <i>by appointment</i>
Phone:	610.861.1376 (o) * 570.239.4084 (c)

Required Text: Robbins, S.P., Coulter, M. (2009). *Management* (10th ed.). Upper Saddle River, NJ: Pearson Prentice Hall. ISBN-0-13-209071-6

Course Description: This course was designed to analyze the fundamental managerial process of organizations. The presentation of foundational knowledge of management processes including planning, leading, organizing, and control, along with study of classic and emerging organizational theory will be assessed. Management roles, functions, competencies, and practice are studied in businesses and not-for-profit organizations and grounded in business ethics, multiculturalism, and quality in the global business environment.

Student Learning Objectives:

- Understand the basic concepts of management and the challenges faced by organizations
- Knowledge of the most important and relevant terms, concepts, processes, and competencies necessary to effectively plan, lead, organize, and control organizations
- Understand the role of managers and how it relates to business operations
- Identify and critically assess managerial perspectives and skills necessary
- Understand organizational change and a basic process for managing change
- Integrate technology, media and interpersonal competencies to effectively communicate
- Improve written expression and communication through the use of formal and informal writing as tools for learning
- Enhance presentation and teamwork skills
- Identify, define and apply the correct management models, concepts, and processes to “real world” buzz
- Explore management, collaborate with peers, interact with the community, and organize a team-based learning venture

“You can’t make a great play unless you do it first in practice.” ~ Chuck Noll



Course Procedures: Learning is most effective when the students are *actively* involved and responsible for the experience. The major approach to gaining mastery in management will be individual study, reflection, and teamwork combined with class discussions and sharing of ideas, projects, and reports. This is your class—your learning experience. Make the most of it by:

1. Reading all assignments *prior* to class
2. Coming to class prepared with the required text
3. Utilizing the online tools available to you
4. Being alert to current *management* news
5. Attending and participating in class seminars and discussions
6. Completing the exercises which involve opinion generation, analysis, observation, and library research
7. Fully participating in a team-based, semester long learning venture
8. Completing the two examinations
9. Maintaining and sharing your *Management Buzz with Dr. D.* each week
10. Participating fully in the cooperative “learning” adventure

Mission Relevance: The course will provide students with an enriched learning environment to aid in the understanding and application of management concepts. Examples of current *management* practices will be reviewed as a basis for learning how companies employ the strategies taught. The understanding of management principles and organizational theory, grounded in a business ethics framework, will better prepare students for a vocation in business.

Course Activities to Meet Objectives: The student will read the text and understand the material presented through class lectures, exams, guest speakers, exercises, asking questions, and a team-learning venture. In order to fully meet the course objectives, you must be present in class!

Attendance: Students demonstrate their responsibility in the regularity and punctuality of their attendance. Please plan to arrive on time and remain the entire class period. Leaving class at the break will constitute an absence. As part of this policy, 3 days tardy constitutes 1 absence. Absences due to illness or other reasonable causes may entitle the student to make up missed work if communicated to course facilitator. Absences beyond 3 *for exceptional reasons* may be excused only upon presentation of a letter from a physician or other acceptable documentation. If the number of absences exceeds 3, the student’s grade will be lowered by one letter. If the absences exceed 6 in a semester, the student will be issued an “F” for the course. YOU are responsible for all information, assignments, revisions, announcements, and etcetera. Arrange for a few peers that you can rely on to assist you in the case of your absence.

Attendance is Mandatory ☺

Grading: You will have the opportunity to demonstrate your learning through scheduled examinations, active participation, exercises, and projects. Students will be assessed both qualitatively and quantitatively in this class. **Excessive absences will lower your final grade evaluation.** In addition, expect a penalty of one half a letter grade per day for late assignments.

Exam 1	20%
Exam 2	20%
Exercises, Activities, Blackboard	20%
Energy, Ideas, & Involvement in class	20%
Team-Learning Venture	<u>20%</u>
	100



Grading Schedule:

Grades will be determined as follows:

Superior Achievement	A (4.0)	93-100	Attention Students! * You are responsible for your grades and are encouraged to question every aspect of your grade and/or performance throughout the course of the semester.
Great Performance	A- (3.67)	90-92.9	
Very Good Work	B+ (3.33)	86-89.9	
Good Work	B (3.0)	80-85.9	
Above Average	C+ (2.33)	76-79.9	
Average Performance	C (2.0)	70-75.9	
Below Average	D (1.0)	60-69.9	
Failure	F (0.0)	59.9 & below	

Definition of Assignments: Your work is a reflection of your commitment to this learning adventure and you are all capable of great things! Take pride in your work, but most of all take the time to have fun and enjoy the ride. All exercises must be typed, proofread, and delivered on or before the due date. Delivery may be posted to the designated forum on blackboard or via e-mail attachment as a Word document. *Please use a left justified header with your name, exercise name, course #, and date unless otherwise specified.*

- ◆ **Exercises:** In an effort to enhance your understanding of the components included in management, be prepared to use writing to explore your reactions to both contemplated and learned materials. You will be reacting to scenarios, case studies, as well as to peer-work. You will use writing to explore your thinking, feeling, and learning. These informal, exercises will also serve as formative assessments (identifying the areas that you and I can take action on to improve both instruction and learning) for our class.
- ◆ **Management Buzz with Dr D.:** As a value-add to build on our class discussions, you will contribute to our learning environment by sharing interesting, effective, ineffective, and stimulating “buzz” pertaining to management. Each week, you will share personal and professional reactions to your findings as well as those discussed in class. Your goal is to watch the news, listen to the radio, read relevant journals and/or magazines, and surf the web for the latest and greatest management buzz. *Hint: set a Google alert for management buzzwords!*
 - Record a thought-provoking question on each *piece of buzz* you share using progressive critical examination as your learning increases. Start a folder (that will be reviewed at varying points of the semester) containing all of the articles and findings shared each week. **Please bring to each class for discussion.**
- ◆ **Exams:** The non-cumulative, in-class, session-long, electronic examinations are a combination of multiple-choice (specific terminology recognition, knowledge, and application) and essay (application, analysis, and synthesis). Test questions will be derived from the text, lectures, exercises, and guest speakers. Tests are intended to ensure that students have grasped the fundamentals of management and are ready to build on that knowledge. Thus, *you need to be present in class* to benefit from the knowledge shared both from lectures and from your peers! Some of the richest discussions will be those shared among classmates; your discussions to the class as a whole are encouraged.



- ◆ ***Ethnographic Team-Learning Venture:*** In an effort to holistically develop your skills as a student learner and aspiring professional, it is imperative that your experiences extend beyond the classroom. Your team (4-5 students) will prepare an ethnographic paper on another culture, where your observations and recordings will inform your writing and exploration. An *ethnographic study* is when the researcher immerses oneself into a culture and becomes an active participant; you will record extensive field notes of your observations.
 - ***Task.*** The team-learning venture involves having student-teams choose a local subculture to observe from January through April 2010 in partial fulfillment of this course. *See the list of subculture examples provided in appendices.* Each student-team is responsible for completing 20 hours of observation with the *one* subculture chosen to explore over the course of the semester. In an effort to fully enhance your experience, each student visit must be logged over the course of your semester visits (it is not recommended to do all of your observations in just a few visits.) Please be certain you can work with your chosen subculture for the *entire semester* as changing is not permitted.
 - ***Role and audience.*** Based on our learnings in class, students will be asked to explore management concepts in action in this real-world applied learning experience. The approved subculture will be an environment that enhances your knowledge while developing critical thinking skills that will drive the creation of a comprehensive, hand-written, management ethnographic team-learning journal.
 - ***Format of Journal Entries.*** Each team-member is responsible for a (minimum one-page) hand-written journal entry for each visit (minimum of 5 visits each). You will explore themes, alternative approaches, and new perspectives. *See observation prompts included in the appendices.* Be prepared to write, evaluate, give and receive peer and instructor feedback and then discuss learnings prior to final composition of an end of semester reflection paper. In fact, our goal is to create an independent, peer-supported learning environment for sharing struggles and insights, heights and depths, and learning through our mutual adventure. Please be prepared to formally present your experience(s) over the course of the semester.
 - ***Expectations about the Process.*** Did you know that **learning is a process**? “If the process is sound, the product will take care of itself” (W. Zinsser). The final paper will be a reflective piece that communicates your exploration of this subculture using a *management* lens. Using resources such as the required text, class lectures, articles shared by peers, observations, and/or interviews, this paper will be no less than 10 typed pages in length, double-spaced with 1 inch margins, 12-point Times New Roman font, with a cover page, executive summary, table of contents, and references. The paper shall be well written, and professionally developed as if you were going to present the document to your boss. *Note:* Your hand-written journal entries will be submitted in addition to your final paper and presentation.
 - ***Criteria for Evaluation.*** The final product will be graded holistically with a single letter grade, as per the grading schedule listed in this syllabus. An ‘A’ final paper meets all the criteria for this assignment. The writer(s) will show an understanding of the key concepts learned in this class by synthesizing what has been learned in class with the ethnographic team-learning venture. The final paper will be organized, well-written, fully developed and will be free of ambiguity, grammatical and mechanical errors. The final presentation will be a professional communication to the class of your semester long experience. Both the final paper and presentation will be submitted to the professor electronically on or before the designated due date.



The ethnographic team-learning venture is the culmination of your learning, thinking, problem solving, and executions. The experience *should be* exciting, frustrating, fun, difficult, and an excellent learning adventure.

***The team-learning venture is a perfect candidate for inclusion in your learning portfolio.*

Assessments: In addition to summative assessment tools, (exams, exercises, which include blackboard assignments, completed projects, and completed presentations) we also will be engaging in formative assessment techniques (identifying the areas that you and I can take action on to improve both instruction and learning). *Together*, you and I will share responsibility for creating and maintaining a supportive, exciting learning environment in our classroom! The team-based learning venture, discussions, exercises, and presentations are opportunities for you to enhance your conceptual and practical skills. They are also opportunities to develop and enhance your written and oral communication skills. You will participate in workshops and peer-group meetings to evaluate and revise assignments and develop strategy. Both the exercises and the team-learning venture will require out-of-class meetings.

- ❖ Please use a word processor program for all assignments and keep your personal copy on file. All members of this class should have a personal copy of all individual and team-based assignments for their portfolio.

Resources:

1. Library Materials include (but are not limited to):

<i>Harvard Management Update</i>	<i>Journal of Human Resources</i>
<i>Journal of managerial issues</i>	<i>Journal of ethics</i>
<i>Journal of Behavioral Studies in Business</i>	<i>Wall Street Journal</i>
<i>Journal of behavioral and applied management</i>	<i>New York Times</i>
<i>Journal of business and management</i>	<i>Journal of business ethics</i>
<i>Journal of gender, race and justice</i>	<i>Journal of applied management studies</i>
<i>Journal of business and psychology</i>	<i>Journal of conflict resolution</i>
<i>Journal of Business Issues</i>	<i>Journal of business systems, governance and ethics</i>

- Most of the listed journals are not available in hard copy in the Reeves Library but are available on-line or through inter-library loan. The Reeves Library Web site can be accessed at <http://home.moravian.edu/public/reeves/>. EbscoHost and Lexis-Nexis are excellent resources and bibliographic instruction is available upon request.
2. WEB Materials: Resources are included in each chapter of your textbook as well as additional resources, such as crossword puzzles and a glossary of terms, on the text web site. The URL for our text is: www.pearsonhighered.com (Hint: bookmark address)
 3. The MORAVIAN COLLEGE WRITING CENTER is an excellent resource. The Writing Center is located on the 2nd floor of Zinzendorf and the phone number is 610.861.1592. Become a regular visitor to the writing center, as it is a great tool readily available to you!
 4. The MORAVIAN OFFICE OF LEARNING SERVICES is another great resource available to ALL students; the center exists so that any student (not just those who are struggling) can



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work with a learning support professional in order to improve his/her academic performance. A series of support workshops that focus on many academic skills and strategies useful for students at any stage in their academic career are offered. This office also supports students who wish to request accommodations in this class for a documented disability. Please reach out to Mr. Joseph Kempfer at 610.861.1510 or stop by the office at 1307 Main St.

5. ***I am one of your resources*** so please contact me at any time to arrange a personal or telephone conference. ***Please see me as soon as possible if you are having any difficulties!***

Middle States Association of Colleges and Secondary Schools Accreditation: The Middle States Commission on Higher Education accredits Moravian College based on an evaluation of the school as a whole rather than on just one program; this designation acknowledges our commitment to educational excellence.

Statement on Academic Integrity: Moravian College exists to educate our students. Since Moravian is a community whose purpose is the pursuit of knowledge and holistic development, the entire campus is committed to the principles of academic integrity and honesty.

In our class, academic integrity is the responsibility of everyone – students and teacher. We are responsible for honest effort in the pursuit of knowledge. In taking this class you are responsible for attending class, being alert in class, completing all assignments to the best of your ability, contributing to a nurturing learning environment both in and out of class, and researching and studying with the spirit of discovery and competence building. ****** I am your resource person in this endeavor and I am always willing to work with you!******

Classroom Ethics: We are all expected to respect the learning environment of others; supportive, constructive comments are encouraged and humor is welcome. Harassment, cheating¹, plagiarism², and other similar behaviors will not be tolerated. Anyone who engages in such behavior may be removed from the class and earn a grade of 0 for the course.

¹ In this class, cheating is defined as intentionally using or attempting to use the words, ideas, or answers of another student or using unauthorized materials in any academic exercise. Please protect your work from unauthorized use.

² In this class, plagiarism is using the words or ideas of another without clearly acknowledging the source of that information. To avoid plagiarism, you must give credit or give a citation whenever you use another person's idea, opinion, or theory or use facts, statistics, graphs, drawings, and/or quotations.

Cellular Phone and Pager Policy: To provide an optimum environment for learning, all cellular phones and pagers must be kept on silent alert (vibration or visible flash) while in the classroom. Any calls must be answered outside the classroom. Please refrain from text messaging, checking email or searching the web during class time. **Additionally, cell phones are to be off your desks while taking exams.**

Inclement Weather Policy: In hazardous weather conditions, the College may be closed and classes cancelled, or the college may opt to run on a two-hour delayed schedule (see below). The decision to close or delay the opening of classes will be announced on the inclement weather hotline, 610 625-7995, and will be communicated on the following radio and TV stations: WLEV-FM 100.7, WAEB-FM 104.1, WAEB-AM 790, WCTO-FM 96.1, WRFY-FM 102.5, WBYN-FM 107.5, WODE-AM 99.9, WWYY-FM 107.1, WKFB-FM 107.5, WSBG-FM 93.5,



WZZO-FM 95.1, and WFMZ-TV (Channel 69).

These closings or delays will also appear at the top of the login page on the College's internet portal AMOS (amos.moravian.edu) as well as the College's website (www.moravian.edu <<http://www.moravian.edu/>>). College-wide cancellations *after the start of the class day* will be announced on the public-address system of the HUB, the campus e-mail system, the radio and TV stations mentioned above, and AMOS and the College's website.

Two-Hour Delay: If the decision has been made to open with a two-hour delay, the day does not begin with third-period classes; it begins with first-period classes on a shortened schedule. When following the delayed schedule, please note that there will be no "A" or "B" periods. A 2-hour delay does not affect courses, which begin at 4PM or later. Those courses would run on their normal schedule, if the college is open. Morning and afternoon science labs and studio art classes have their own schedule. Music lessons and practice are cancelled for the day when the delayed schedule is in effect. The class schedule in these circumstances is as follows:

<i>Normal start time</i>		<i>2-Hour Delay Begins</i>	<i>2-Hour Delay Ends</i>
1st Period	7:30 (7:50 or 8:30) a.m.	10:00 a.m.	10:40 a.m.
2nd Period	8:50 a.m.	11:00 a.m.	11:40 a.m.
3rd Period	10:20 (or 10:00) a.m.	12:00 p.m.	12:40 p.m.
4th Period	11:45 a.m.	1:00 p.m.	1:40 p.m.
5th Period	1:10 (or 12:30) p.m	2:00 p.m	2:40 p.m
6th Period	2:35 p.m.	3:00 p.m	3:40 p.m.

Ushindi Kujiamini Timu Oyee” * Faith within Yourself Completes the Victory



Tentative Class Schedule

****Subject to change****

** Note: Come prepared for *Management Buzz with Dr D.* in each class meeting as YOU will begin each day we spend together! **

MEETING DATE	TOPIC	READINGS & ASSIGNMENTS
<i>January</i> 18	Introductions	* Visit blackboard & post something unique about you. * Set Google alerts!
20	Management & Organizations	Chapter 1 Ethnographic team-learning subculture due to blackboard!
25	Management History	Chapter 2
27	Organizational Culture & Environment	Chapter 3
Jan 28 LEADER SERIES	Jose Rosado, Dir. Community & Student Services; ASD	UBC Room – HUB 7-8:30PM
<i>February</i> 1	Managing in a Global Environment <i>Students Present</i>	Chapter 3 & 4
3	Global Environment <i>Students Present</i>	Chapter 4
8	Social Responsibility & Managerial Ethics	Chapter 5
10	<i>Informal student presentations on ethnographic experience(s)</i>	Chapter 5
15	Managers as Decision Makers	Chapter 6 & 7
Feb 17 – CAREER DAY	Holiday Inn Fogelsville 12-4:30	Don't miss this opportunity!!
17	Decision-Making	Chapter 7
**Feb 19 – EXAM REVIEW	Time & Location TBD ☺	<i>Study! Study! Study!</i> And have some fun too...
22	EXAM #1	Chapter(s) 1-7
24	1. <i>Manager Interviews</i> 2. <i>Exercise – choose 2 non-management courses you have had and describe 3 ideas/concepts from those subject areas that would make you a better manager (p 40)</i>	
<i>March</i> 1	Manager Interview Presentations	Peer Workshops
MAR 2-LEADER SERIES	Dr. Bonnie Coyle, Dir. Comm. Health, St. Luke's Hospital	UBC Room – HUB 7-8:30PM
3	Strategic Management	Chapter 8** Team-Learning Journals due for review



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8-12	<i>SPRING RECESS</i>	<i>NO CLASS</i>
**MAR 15-PROPOSALS DUE	For 5th Annual Student Scholarship & Creative Arts Day	Present your work on April 13th when accepted
15	Organizational Structure & Design	Chapter 9
17	<i>Guest Speaker: Elizabeth Yates, Dir. Residence Life 7 Greek Life</i> Managing Teams	Chapter 11
22	Managing Change & Innovation	Chapter 12
24	Understanding Individual Behavior	Chapter 13
MAR 25-LEADER SERIES	Alan Jennings, Exec. Dir. Comm. Action Committee LV	UBC Room – HUB 7-8:30PM
29	Managers & Communication	Chapter 14
31	Motivating Employees	Chapter 15
<i>April</i> 5	Easter Recess	<i>NO CLASS</i>
7	Student Work Motivating Employees	Presentations Chapter 15
12	Managers as Leaders	Chapter 16
** APRIL 13**	5th Annual Student Scholarship & Creative Arts Day	PPHAC 9am-5pm
14	Introduction to Controlling	Chapter 17
APR 15-LEADER SERIES	Russell “Rooster” Valentini, Edu. Liaison ASD	UBC Room – HUB 7-8:30PM
19	EXAM #2	Chapter(s) 8
21	PRESENTATIONS	Final Projects Due
26	PRESENTATIONS	Final Projects Due
28	PRESENTATIONS	Final Projects Due
<i>May</i>		
3-8	FINAL EXAMS	

* Please note that the contents of this syllabus are subject to change.

**** Please see the Career Center Events calendar in the appendices section A.2.!!**



Appendices

A.1 Ethnographic Team-Learning Venture Supplements

Thought provokers and question prompts for reflective journal

* Several questions were extracted from Robbins & Coulter (2009)

- ◆ Describe the culture, the people, and the environment of the organization. *Think about the performance formula: $P=f(M*A*E)$*
- ◆ *Physical design* (buildings, furnishings, parking lot, office or store design)
 - Where are they located and why?
 - Where do customers and employees park?
 - What does the office/store layout look like?
 - What activities are encouraged/discouraged by the physical layout?
 - What do these things say about what the organization/team values?
- ◆ *Symbols* (logos, dress codes, slogans, philosophy statements)
 - What values are highlighted?
 - Where are logos displayed?
 - Whose needs are emphasized?
 - What concepts are emphasized?
 - What actions are prohibited?
 - What actions are encouraged?
 - Are any artifacts prominently displayed?
 - What do those artifacts symbolize?
 - What do these things say about what the organization/team values?
- ◆ *Words* (stories, language, job titles)
 - What stories are repeated?
 - How are employees/team members addressed?
 - What do the job titles and roles say about the organization/team?
 - Are jokes/anecdotes used in conversation?
 - What do these things say about what the organization/team values?
- ◆ *Policies and activities* (rituals, ceremonies, financial rewards, policies for how others are treated)
 - What activities are rewarded that you can observe? Ignored?
 - What kinds of people appear to succeed in this culture? Fail?
 - What rituals appear to be important? Why?



- What events get commemorated? Why?
- What do these things say about the culture?

- ◆ Describe how this experience has impacted your learning? Your life? Your perceptions? Your interests? Your awareness to management practices in action? Your appreciation for people? Highlight the themes that emerged among your team.

- ◆ Illustrate how your perceptions of the organization/team have evolved.

- ◆ Using a management lens, explain how the concepts we have learned affect this organization.

*** Reference specific learnings from class, concepts discussed, and material covered in class in your writing. It will be fascinating to reflect back on what you have learned!!*

Subculture Ideas: (the idea is to find a subculture that is not only interesting to you, but also one that you would like to learn more about)

- ❖ *Bethlehem Public Library* – see program options at <http://www.bapl.org/youthprograms.htm>

- ❖ *Bethlehem Special Olympics*- offers sports training and 17 athletic programs for all children and adults (ages 8 to 80) with intellectual disabilities. Visit <http://www.specialolympicspa.org/local/bethlehem.php> for more information.

- ❖ *Bethlehem YMCA* – see program options at <http://www.ymcabethlehem.net/>

- ❖ *Local sports teams* – you may reach out to any of the local sports team coaches to find out when they practice and if you can observe the team throughout the course of the semester.

- ❖ *Moravian College* – think about all of the clubs, teams, and groups that are managed in some way on this campus. **Please note that you may not use a club, team or group that you or any member of your team is a part of for this study.**

- ❖ *New Bethany Ministries*-A Faith-Based Agency that provides care and services to poor, homeless, hungry and mentally ill people in the Lehigh Valley. Visit <http://www.newbethanyministries.org/> to learn more.

- ❖ *Restaurants* – the options are endless!

- ❖ *Retail Stores* – the options are endless!



A.2. Career Center Important Dates Spring 2010

- 1. *How to Land a Job in a Tough Market-START EARLY!* 01/26/10 11:30am PPHAC 116.**
Learn successful strategies for navigating through the toughest job market in over 25 years. YES, there are jobs out there and you don't have to go it alone! We offer concrete steps to take so you get off on the right foot. Plus this is the perfect time to activate your required Career Hound account so you can search for and apply to jobs and internships.
- 2. *Resume Marathon* - 02/04/10 9:00am-3:00pm Career Center, 1305 Main Street.** No need for an appointment today! Drop by any time between 9 & 3 for an on the spot resume critique and approval for Career Hound postings. While you're here, enjoy great snacks!
- 3. *2010 Lehigh Valley Collegiate Career Expo* - 2/17/10 12:00pm-4:30pm Holiday Inn Fogelsville.** Bring your newly updated resume and your professional, can do attitude and join over 100 employers at the annual LVCCE. If you're searching for an internship or a professional position, this is the right place for you. There will be something for every major on campus, so mark your calendar and make plans to attend! Contact the Career Center for directions and more information. Visit www.lvcce.org to check out attending companies.
- 4. *Kaplan Practice Entrance Exams* - 02/20/10 9:00am-11:00am Lehigh University.** You must sign up for this in advance, but Kaplan Test Prep is offering FREE practice entrance exams to everyone interested. All students considering graduate or professional school must take entrance exams and this is a great way to know how much you'll need to hit the books before the big test. The best part: Kaplan will personally review your score and offer pointers for improvement! Sign up for the practice exams at www.kaptest.com.
- 5. *Bound for Graduate School: Strategies to Gain Admission!* - 02/25/10 7:00pm Prosser Auditorium, HUB.** National Career Expert & Author on Graduate School Admissions, Don Asher, will teach you strategies for gaining admission to competitive programs, questions you should ask yourself before applying, what to do during the summer before you apply, how the admissions decision is made, writing tricks that make a great essay, and do's and don'ts at admission interviews.
- 6. *Going Green Career and Internship Panel* - 03/02/10 11:30am HUB, Snyder Room.** Learn firsthand from Moravian students who have recently completed internship experiences and from alums working in green professions! You'll learn about the Sustainability career field and how to make it happen for you! Make contacts in your field, hear about the internship process and MUCH MORE! Stop by for this informative and interactive question and answer session. Bring your lunch!
- 7. *Federal Government Job Opportunities Information Session* - 03/16/10 11:30am PPHAC, 116.** The federal government needs to hire more than 270,000 workers for "mission-critical" jobs over the next three years, a surge prompted in part by the large number of baby-boomer federal workers reaching retirement age. Are you interested in an opportunity to make a



difference while working in a stable environment? Come and learn about the application process and more. Here's a tip: Less than 16% of federal jobs are in DC!

8. **Mock Interview Day - 03/19/10 9:00am-3:00pm Career Center, 1305 Main St.** Need to polish those interview skills? Participate in a mock interview with an industry professional and get valuable feedback as you prepare to start the internship/job search. Pre-registration is required, deadline for sign-ups is March 15th by calling The Career Center at 610-861-1509.
9. **Education Opportunities Day -03/23/10 10:00am-3:00pm HUB, Prosser Auditorium & various rooms.** This event is for seniors and juniors in the Education Certification Program and is designed to give students information on the interviewing and job search process. The day also includes a job fair for seniors that will allow students to talk with over a dozen local school districts.
10. **Cultural Competencies Workforce Diversity Program Dinner & Dialogue - 03/23/10 5:30 HUB.** Participate in an interactive panel presentation with members of the local community that use effective international communication tools in their everyday work life. Hear insights about working in a global and diverse work environment so you are ready to rise to the challenge!
11. **Resume Marathon - 04/22/10 9:00am-3:00pm Career Center, 1305 Main Street.** No need for an appointment today! Drop by any time between 9 & 3 for an on the spot resume critique and approval for Career Hound postings. While you're here, enjoy great snacks!
12. **Better Late Than Never Workshop for Seniors - 04/29/10 11:30am PPHAC 116**
Still worried about entering this uncertain job market? Come to this last chance workshop to learn what you can do as you leave Moravian and conduct your job search. What will get someone to read your resume? How to network and how can I use LinkedIN? Attend this session for all the last minute info you need!

Ushindi Kujiamini Timu Oyee” * Faith within Yourself Completes the Victory