



MORAVIAN COLLEGE

COURSE:	MGMT 253B: Human Resource Management Fall 2010
TIME/DAY:	T/R: 1:10pm - 2:20pm
LOCATION:	Comenius Hall, 111
INSTRUCTOR:	Katie P. Desiderio, Ph.D.
E-MAIL:	mekpd01@moravian.edu
OFFICE:	Comenius Hall 205B ~ come visit me!
HOURS:	M, T, W & R 2:30-3:30pm & <i>by appointment</i>
PHONE:	610.861.1376 (o) * 570.239.4084 (c)

REQUIRED TEXT: Dessler, G. (2011). *Human Resource Management*, (12th ed.). Upper Saddle River: Prentice Hall. ISBN-10: 0-13-608995-X

COURSE DESCRIPTION: This course was designed to analyze human resource decisions regarding employee motivation, recruitment and selection, performance evaluation, training and development, compensation and benefit plans, and intraorganizational communication. Special emphasis is placed on a semester long project to develop problem-solving and decision-making abilities; operational practices; relevant behavioral-science theories; public policy and institutional constraints on effective use of human resources. *Prerequisite: Management 223*

STUDENT LEARNING OBJECTIVES:

- Understand the basic concepts of HR and the challenges faced by today's HR Managers
- Understand how global socio-economic and technological forces are changing HR
- Understand the role of HR and how it relates to the operational and strategic management process
- Identify and critically assess the managerial perspectives and skills necessary in addressing HR situations and/or opportunities
- Job Analysis – develop and evaluate a resume and cover letter
- Understand organizational change and a basic process for managing change
- Understand and explain the main features of employment discrimination laws
- Describe the training process and the criteria to evaluate instructors
- Describe personality types and list the strengths and weakness of your type
- Integrate technology, media and interpersonal competencies to effectively communicate a message to the class
- 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 HRM models, concepts, and processes to “real world” buzz
- Explore a service learning endeavor, using an HRM lens, to enhance knowledge and understanding in a real-world, applied learning environment.

“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 HRM 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 HRM 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 service learning endeavor
8. Completing the two examinations
9. Maintaining and sharing your *HRM Buzz with Dr D.* each week
10. Participating fully in the cooperative “learning” adventure

MISSION RELEVANCE: The course will help students to understand and apply human resource management as a business practitioner. Examples of current HRM issues will be reviewed as a basis for learning how excellent companies employ the strategies taught. Examining the social, ethical, and economic aspects of HR will help the student to integrate an ethical perspective to HRM. An awareness of the dynamic environment of the global economy will better prepare the student for a successful career 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 service learning endeavor. In order to fully meet the course objectives, you must be present!

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 without exception. 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.

NOTE: 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%
Service Learning Endeavor	<u>20%</u>
	100



GRADING SCHEDULE:

Grades will be determined as follows:

Superior Achievement	A (4.0)	93-100	<p>Attention Students!</p> <p>* 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.</p>
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 challenging yourself. 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 HRM, be prepared to use writing to explore your reactions to both contemplated and learned materials. You will be reacting to scenarios, 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.
- ◆ **HRM 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 HRM. 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 HRM buzz. *Hint: set a Google alert for HRM buzzwords!*
 - Record an Aha! Moment on each *piece of buzz* you share using progressive critical examination as your learning increases. Start a folder (that will be reviewed at varying (and random) 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 and lectures. Tests are intended to ensure that students have grasped the fundamentals of HRM 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.
- ◆ **SERVICE LEARNING ENDEAVOR:** In order to holistically develop your skills as a student learner and aspiring professional, it is imperative that your experiences extend beyond the classroom.



- **TASK.** The service-learning endeavor involves having student teams (3-5 members) choose a local organization, from the list of community partners provided, to work with from September through December 2010 in partial fulfillment of this course. Each student is responsible for completing 12 hours of service (equating to just about 1 hour per week) at the *one* organization chosen to work with over the course of the semester. In an effort to fully enhance your experience, a **minimum of 6 visits** must be logged over the course of the semester and you may not do all of your time in just a few visits. Please be certain you can work with your chosen organization for the *entire semester as changing companies is not permitted.*
- **ROLE AND AUDIENCE.** Based on our learnings in class, students will be asked to explore HRM concepts in action in this real-world applied learning experience. The approved site will be an environment that enhances your knowledge while developing critical thinking skills that will drive the creation of a comprehensive, electronic HRM service-learning journal.
- **FORMAT OF JOURNAL ENTRIES.** A typed journal entry is required for each visit (minimum of 6 visits each). Each team journal entry will include **no less** than 200 words per team member and will **reflect on the application of concepts** learned from class in-action. As a team, you will explore themes, alternative approaches, and perspectives. Be prepared to write, evaluate, give and receive peer and instructor feedback and then discuss the changes 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 presentation will be a reflective piece that communicates your exploration of service using an HRM lens – this means you are to weave the learned HRM concepts throughout your work. Using resources such as the required text, class lectures, articles shared by peers, observations, and/or interviews, this presentation will be no less than 20 minutes in length. The presentation shall be well prepared and professionally developed as if you were going to present the document to your boss.
- **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 project meets all the criteria for this assignment. The student(s) will show an understanding of the key concepts learned in this class by synthesizing what has been learned in class with the service-learning endeavor. The final presentation will be organized, 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. The journal entries and the final presentation will be submitted to the professor electronically on or before the designated due date.

The service-learning endeavor 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 service-learning endeavor 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 service learning endeavor, 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 service learning 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 compensation and benefits</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. The MORAVIAN COLLEGE WRITING CENTER is an excellent resource. The Writing Center is located on the 2nd floor of Zinzendorf and I encourage you to become a regular visitor to the writing center, as it is a great tool readily available to you! *Please note: the Writing Center is located in a building that is not accessible to persons with mobility impairments. If you need the services of the Writing Center, please call 610-861-1392.*
 3. 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 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.



4. The MORAVIAN CAREER CENTER is a fabulous resource to you, as a student of Moravian College. Please take the opportunity to visit the Career Center at 1305 Main St. or on the web at: <http://home.moravian.edu/public/career/>.
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:

NORMAL START TIME		2-HOUR DELAY BEGINS	2-HOUR DELAY ENDS
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: PLEASE COME PREPARED FOR *HRM BUZZ WITH DR D.* IN EACH CLASS MEETING, AS EACH DAY WE SPEND TOGETHER BEGINS WITH YOU!

MEETING DATE	TOPIC	READINGS & ASSIGNMENTS
AUGUST 31	Introductions	Visit blackboard & post quote Chapter 1
SEPTEMBER 2	HRM & EEO	Chapter 1 & 2
7	EEO	2
9	GUEST SPEAKER: <i>Ms. Megan van Ravenswaay: HBP Dir. of Career Development</i> EEO	Chapter 2 Service-learning placement(s) due to blackboard!
14	Strategic HRM & Job Analysis	3&4
16	GUEST SPEAKER: <i>Ms. Amy Saul Dir. of Career Development</i> Job Analysis	Chapter 3 & 4
21	Job Analysis HPWS: <i>Apollo 13</i>	Chapter 4 & 5 * 1 st team journal due *
23 <i>Attend Fall Convocation 10:30-noon</i>	GUEST SPEAKER: <i>Sgt. David M. Bartera, BPD</i> Employee Testing & Selection	Chapter 5 & 6
28	Personnel Planning & Recruiting & Interviewing	Chapter 5 & 7
30	Training & Development <i>Students Present!</i>	Chapter 8 * 2 nd team journal due *
OCTOBER 5	Training & Development <i>Students Present!</i>	Chapter 8
* EXAM REVIEW *	Time & Location TBD ☺	<i>Study! Study! Study!</i> And have some fun too...
7	EXAM #1	Chapter(s) 1-8
12	Fall Break	NO CLASS ☹
14	Profile on Career Hound Resumes Due Appraising & Improving Performance	Chapter 9: Jeopardy * 3 rd team journal due *
19	Appraising & Improving Performance	Chapter 9: Jeopardy
21	Coaching, Careers & Talent Management	Chapter 10
26	Establishing Strategic Pay Plans	Chapter 11
	30-second intro	HRM Workshop



1 7 4 2

28	Can you follow directions? Who Moved My Cheese	Resume Peer Review * 4 th team journal due *
NOVEMBER 2	Malcolm Gladwell Spaghetti Sauce Pay-for-Performance	Chapter 12
4	Pay-for-Performance	Chapter 12
9	Ethics, Justice & Fair Treatment	Chapter 14
11	* <i>GUEST SPEAKER: Mr. Jon Conrad, HR Director</i> Benefits	Chapter 13 * 5th team journal due *
16	Dynamics of Labor Relations	Chapter 15
18	Student Work	Presentations
23	Employee Safety & Health & Global HRM	Chapter 16 & 17
25	HAPPY THANKSGIVING!	NO CLASS ☹ * 6th team journal due *
30	PRESENTATIONS	
DECEMBER 2	EXAM #2	Chapter(s) 9 ➡
7	PRESENTATIONS	Final Projects Due
13-17	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. *

“Do what you love. Love what you do!”



APPENDICES

A.1. SERVICE-LEARNING ENDEAVOR

THOUGHT PROVOKERS FOR REFLECTIVE JOURNAL:

- ◆ Give a brief orientation of the organization you have decided to work with, as if I knew nothing about it. *<I love detail!>*
- ◆ Describe the culture, the people, and the environment of the organization. *Think about the performance formula : $P=f(M*A*E)$*
- ◆ How did you feel when you first entered the organization? How have your feelings changed with the second visit, third visit....tenth visit?
- ◆ Describe, in detail, the scope of your activities/responsibilities as a volunteer.
- ◆ Describe the interactions you have had and the reactions of employees to your presence. *Pay attention to verbal and nonverbal cues of those around you!*
- ◆ Describe how this experience has impacted your learning? Your life? Your perceptions? Your interests? Your awareness to HRM in action? Your appreciation for people?
- ◆ Illustrate how your perceptions of the organization have evolved.
- ◆ Using an HRM 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!!*

COMMUNITY PARTNERS:

- ❖ *Historic Bethlehem Partnership*--Historic Bethlehem Partnership's mission is to bring history to life by educating the public about Bethlehem's rich history, collecting and exhibiting artifacts and preserving historic sites. *Contact Name: Megan van Ravenswaay (Public Programming Coord.); 459 Old York Road Bethlehem, PA 18018; Phone: 610.882.0450 x20; mvanravenswaay@historicbethlehem.org*
- ❖ *Bethlehem YMCA*- the Bethlehem YMCA seeks to be the Greater Bethlehem Area's community leader in providing the services to enhance family life, healthy lifestyles and to help our youth develop leadership qualities through values based on Christian principles. *Contact Name: Maria (Volunteer Coordinator); 430 East Broad Street Bethlehem, Pennsylvania 18018; Phone: (610) 867-7588*
- ❖ *Bethlehem Special Olympics*- it has joined with the Bethlehem community to fulfill its mission of providing year round sports training and athletic competition programs for all children and adults with intellectual disabilities. The program currently offers 17 sports programs that serve over 150 athletes, ages 8 to 80. *Contact Name: Ashley Amato; 222 Nolf Road Nazareth, PA 1806; (484)903-7185*
- ❖ *New Bethany Ministries*-A Faith-Based Agency that provides care and services to poor, homeless, hungry and mentally ill people in the Lehigh Valley. *Contact Name: Lili Cuba;*



337 Wyandotte Street, Bethlehem, PA 18015; Phone: 610-691-5602 & Fax: 610-866-3427;
E-mail: newbethany@newbethanyministries.org.

A.2. CAREER CENTER IMPORTANT DATES, FALL 2010

1. **Business Leaders Spotlight: 09/15/10 7:00pm-8:00pm PPHAC 102:** Moravian College's Business & Industry Council presents an interactive panel presentation featuring student leaders & Mike Gausling, founder of Originate Ventures and co-founder of OraSure Technologies. This event is an interactive presentation featuring a panel of student leaders asking relevant questions about Mr. Gausling's experiences in leadership, the professional world and how she recommends they prepare for internships & careers in this struggling economic climate. Opportunities for the audience to ask questions will also be a part of the program. Dessert and networking following the presentation at 8pm.
2. **Etiquette Dinner: 09/21/10 5:00pm-7:00pm HUB, UBC:** What fork do you use for your salad? What if there is no salad?! This upbeat, enlightening meal will show you how to make the most of your dining interview. Even if you have the best table manners possible, you will learn something new...guaranteed! Sign up on Career Hound via the Career Center website and enjoy a dinner of good food, great company and information that you'll use whether you're interviewing or just having lunch with your boss!
3. **Kaplan Practice Entrance Exams: TBA 10am-1:00pm 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 comes back to campus on the next week to personally review your score and offer pointers for improvement! Practice at: www.kaplantestprep.com.
4. **Lehigh Valley Law Day: 09/28/10 3:00pm-6:00pm Lehigh University:** Students considering applying to law school should attend this valuable event. Visit with representatives from various institutions and get inside information on what you need to gain admission to these competitive programs. See your pre-law advisor or the Career Center for more information.
5. **Coffee & Connections Alumni Career Networking Event: 10/05/10 7:00pm HUB:** Mingle with alumni in various occupations that want to help you as you plan a career path. Lots of great food and conversation will be had. Business dress is encouraged.
6. **Creative Careers: Where Arts, Business & Communications Merge: 11/11/10 6pm DeSales University:** This is a unique opportunity for students to meet key representatives from large and small organizations that are looking for creative candidates. Human Resources representatives will be there to discuss current and future career options including internships. Students are encouraged to bring resumes to share with organizations during the information fair.
7. **Cultural Competencies in the Workplace Dinner & Discussion: 11/18/10 6pm HUB, Snyder Room:** More than ever individuals will need to work effectively in a works that requires you to be proficient in communicating effectively with people from different socio-economic backgrounds, cultures, countries and geographic locations. Join us for a panel discussion with professionals from for profit and non-profit organizations and corporations.