

# MORAVIAN COLLEGE

<b>Course:</b>	MGMT 223: Management Organizational Theory Spring 2012
<b>Time/Day:</b>	M/W 11:45-12:55PM
<b>Location:</b>	Comenius Hall, 114
<b>Instructor:</b>	Katie P. Desiderio, Ph.D.
<b>E-mail:</b>	<a href="mailto:kdesiderio@moravian.edu">kdesiderio@moravian.edu</a>
<b>Office:</b>	Comenius Hall 202
<b>Hours:</b>	MON & WED 1-2:30PM & THU 2:30-3:30PM
<b>Phone:</b>	610.861.1376

**Required Text:** Robbins, S.P., Coulter, M. (2012). *Management* (11<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Prentice Hall. ISBN-978-0-13-216384-2

**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 controlling, 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:**

- Summarize the basic concepts of management and the challenges faced by organizations
- Recall the most important and relevant terms, concepts, processes, and competencies necessary to effectively plan, lead, organize, and control organizations
- Analyze the role of managers and how it relates to business operations
- Identify and critically assess managerial perspectives and skills necessary
- Describe organizational change and a basic process for managing change
- 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 management models, concepts, and processes to “real world” buzz
- Explore management, collaborate with peers, interact with the community, and organize a team-based ethnographic 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* each class
10. Participating fully in our 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-letter grade per day for late assignments.

Exam 1	25%
Exam 2	25%
Ethnographic Team-Learning Venture	25%
Energy, Ideas, Exercises & Involvement	<u>25%</u>
	<b>100</b>



### Grading Schedule:

Grades will be determined as follows:

Superior Achievement	A (4.0)	93-100	<b>Attention Students!</b>  * 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 in hard copy or via e-mail attachment as a Word document depending on the assignment from your instructor. *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 through conventional and experiential learning opportunities. 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. The 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 W/ 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 class, ***you will be randomly called upon*** to 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 MGMT 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 may be collected 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, 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 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. *(Note: Administered via blackboard)*



- ❖ **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 engage in an ethnographic study 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 2012 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 (date & time) over the course of your semester visits (it is not permissible 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, management-focused **ETHNOGRAPHIC TEAM-LEARNING JOURNAL**.
  - Format of Journal Entries. Each team-member is responsible for a (minimum one-page) 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 presentation. 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 this subculture **using a management lens**. Using resources such as the required text, class lectures, articles shared by peers, observations, and/or interviews, this project is to be professionally developed and delivered. *NOTE:* Your journal entries will be submitted in addition to your final 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 project meets all the criteria for this assignment. **STUDENT(S) WILL SHOW AN UNDERSTANDING OF THE KEY CONCEPTS LEARNED IN THIS CLASS BY SYNTHESIZING WHAT HAS BEEN LEARNED IN CLASS WITH THE TEAM-LEARNING VENTURE.** The final presentation will be organized, well written, fully developed and will be free of ambiguity, grammatical and mechanical errors. This will be a professional communication to the class of your semester long experience. **Your team will have 20 minutes to present your work at the end of the semester!** A representative from your selected subculture will be invited to attend; professional delivery and attire are required. All components of the project will be submitted to the professor 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. *Be certain to 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!!*

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

**Assessments:** In addition to summative assessment tools, (exams, exercises, 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. The MORAVIAN COLLEGE WRITING CENTER is an excellent resource. The Writing Center is located on the 2<sup>nd</sup> 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!
  3. The MORAVIAN OFFICE OF LEARNING SERVICES is another great resource available to ALL students; the center exists so that any student 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. Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services, 1307 Main Street (610.861.1510). Accommodations cannot be provided until authorization is received from the office of Learning Services.

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 AND OF COURSE TO SHARE AHA! MOMENTS. **QUESTIONS ARE ENCOURAGED** 😊

**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 an 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, cheating<sup>1</sup>, plagiarism<sup>2</sup>, 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.

<sup>1</sup> 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.

<sup>2</sup> 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) <<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* w/ Dr. D. in each class meeting \*\*

MEETING DATE	TOPIC	READINGS & ASSIGNMENTS
<b>January</b> 16	<b>**INTRODUCTIONS**</b> Management & Organizations Management History	<b>Set Google alerts!</b> Chapter 1
18	Understanding Mgmt's Context	Chapter 1 Chapter 2 <b>Ethnographic team-learning subculture due to blackboard!</b>
23	Understanding Mgmt's Context Managers as Decision Makers	Chapter 2 Chapter 7
25	Managers as Decision Makers	Chapter 7
30	Foundations of Planning	Chapter 8
<b>February</b> 1	Strategic Management	Chapter 9
6	Individual Behavior	Chapter 14 <i>1<sup>st</sup> Journal Due</i>
8	Motivating Employees	Chapter 16
13	Managers & Communication <i>Guest Speaker: Liz Yates, Director of Greek Life &amp; Student Life</i>	Chapter 15
15	Managers as Leaders	Chapter 17
20	MID-TERM PEER EVALUATION	<i>2<sup>nd</sup> Journal Due</i>
22	Managers as Leaders	Chapter 17
27	<b>EXAM #1</b> 	<i>Study! Study! Study!</i> And have some fun too... Chapter(s) 1-2, 7-9, 14-17
29	Managing in a Global Environment	Chapter 3 <i>3<sup>rd</sup> Journal Due</i>
<b>March</b> 5 - 7	SPRING RECESS! <b>NO CLASS</b>	REJUVENATION WEEK  
12	Managing Diversity	Chapter 4
14	Managing Social Responsibility & Ethics	Chapter 5
19	Managing Change & Innovation	Chapter 6 <i>4<sup>th</sup> Journal Due</i>
21	Basic Organizational Design	Chapter 10
26	Adaptive Org Design	Chapter 11
28	Managing Your Career	Chapter 12:





	<i>Guest Speaker Robert Verrone '90 Managing Your Career: The Ethos of Wall Street</i>	
<b>April</b> 2	Managing Teams	Chapter 13
4	Introduction to Controlling	Chapter 18 <i>5<sup>th</sup> Journal Due</i>
9	<b>NO CLASS</b> Easter Monday	
11	Managing Operations	Chapter 19 <i>Study! Study! Study!</i> And have some fun too...
16	<b>EXAM #2</b>  FINAL PEER EVALUATION!	Chapter(s) 3-6, 10-13, & 18-19
18	PRESENTATIONS	<b>Final Projects Due</b>
23	PRESENTATIONS	
25	PRESENTATIONS	
April 30-May 4	<b>FINAL EXAMS</b>	
May 12	<b>COMMENCEMENT</b> KUDOS TO THE CLASS OF 2012	

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

## 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:  $P = \Sigma(M * A * E)$*
- ❖ *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?
- ❖ *Fish! Philosophy* (Be There, Play, Make Their Day, Choose Your Attitude)
- ❖ 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!



## **A2: CAREER CENTER IMPORTANT DATES SPRING 2012 \* USE YOUR RESOURCES! \***

### **GRADUATE & PROFESSIONAL SCHOOL INFORMATION SESSION**

**1/26 11:45-12:30 PPHAC 116**

Attend this event to get information on determining your next steps as you search for graduate and professional schools. We'll walk you through how to figure out what is the right school for you, how to apply, how to pay for school and writing the perfect personal statement!

### **"HOW TO WORK A CAREER FAIR" LUNCH & LEARN**

**1/31 11:45-12:30 PPHAC 116**

This presentation, given by Joe Hernandez at Mars, will prepare you for any and all career fairs you may be attending. Please feel free to bring your lunch.

### **RESUME MARATHON**

**2/7 11:30am-1:00pm PPHAC 112**

No need for an appointment today! Drop by any time between 11:30am-1:00pm for an on the spot resume critique and approval for Career Hound postings.

### **MOCK INTERVIEW DAY**

**2/10 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 February 3rd by calling The Career Center at 610-861-1509.

### **HOW TO LAND A JOB IN A TOUGH MARKET-START EARLY!**

**2/14 11:45-12:30 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.

### **2012 LEHIGH VALLEY COLLEGIATE CAREER EXPO**

**02/15 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](http://www.lvcce.org) to check out attending companies.

### **LUNCH & LEARN: PEOPLE FORCE (TENTATIVE)**

**2/21 11:45-12:30 PPHAC 116**

### **HUB Time**

**2/22 5-7pm HUB Kiosk**

**2/23 11-1pm HUB Kiosk**

Have your resume & cover letter reviewed! Come have all of those last minute career related questions answered on the spot in the HUB Kiosk, no appointment required!

### **INTERNSHIP PANEL DISCUSSION**

**3/13 11:45-12:30 PPHAC 116**

Are you thinking about doing an internship or field study? Would you like to hear about another student's experience? This interactive workshop will not only provide you with information on how to find a great



experience, but will also give you the opportunity to meet with three current students who completed their internship/field study this past summer. They had great experiences and are anxious to tell you about them.

#### **NYC NETWORKING EVENT**

**3/13**

**2:15pm-10:00pm**

**New York, NY**

#### **MOCK INTERVIEW DAY**

**3/20**

**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 13th by calling The Career Center at 610-861-1509.

#### **HUB TIME**

**3/21**

**5-7pm**

**HUB Kiosk**

**3/22**

**11-1pm**

**HUB Kiosk**

Have your resume & cover letter reviewed! Come have all of those last minute career related questions answered on the spot in the HUB Kiosk, no appointment required!

#### **HOUSING PROGRAM**

**3/28**

**7-9pm**

**HUB, UBC**

#### **RESUME MARATHON**

**4/10**

**11:30am-1:00pm**

**PPHAC 112**

No need for an appointment today! Drop by any time between 11:30am-1:00pm for an on the spot resume critique and approval for Career Hound postings.

#### **BETTER LATE THAN NEVER WORKSHOP FOR SENIORS**

**4/17**

**11:45-12:30**

**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!

#### **HUB TIME**

**4/23**

**5-7pm**

**HUB Kiosk**

**4/24**

**11-1pm**

**HUB Kiosk**

Have your resume & cover letter reviewed! Come have all of those last minute career related questions answered on the spot in the HUB Kiosk, no appointment required!

**Visit the Career Center at 1305 Main St. or at: <http://home.moravian.edu/public/career/>  
610-861-1509 \* [thecareercenter@moravian.edu](mailto:thecareercenter@moravian.edu)**