



MORAVIAN COLLEGE

COURSE: MGMT 342: Organizational Behavior Leadership (OB/L)
Spring 2013

TIME/DAY: T/R: (A) 10:20-11:30AM & (B) 1:10pm – 2:20pm

LOCATION: Comenius 218

INSTRUCTOR: Katie P. Desiderio, Ph.D.

E-MAIL: mekpd01@moravian.edu

OFFICE: Comenius Hall 202

HOURS: MON & WED 1-3PM & BY APPOINTMENT

PHONE: 610.861.1376

REQUIRED TEXT:

Nelson, D. L. & Quick, J.C. (2011). *ORGB*, 2nd ed. Mason, OH: South-Western. ISBN-10: 0-324-78718-9

OPTIONAL TEXT:

Hacker, D. & Sommers, N. (2010). *The Bedford Handbook*, 8th ed. Boston, MA: Bedford Books.

COURSE DESCRIPTION: This *writing-intensive* (WI) course examines the relationship between the individual and the organization. Topics to be considered include communication, motivation, leadership and power, group dynamics and decision-making, interpersonal relations and change. Theories and practice of leadership will be studied in depth. Various pedagogical techniques will be utilized including lectures, case studies, examination of research and experiential learning. This course will focus on the impact that individuals, groups, industries, and structure have on behavior within organizations. It will also discuss the application of such knowledge toward improving an organization's effectiveness.

Prerequisites: Management 223 and 253. * *Closed to students who have previously taken Special Topics course: Organizational Behavior (OB)*

STUDENT LEARNING OBJECTIVES:

LIBERAL ARTS:

1. To appreciate how a liberal arts education, at Moravian College, can enhance your life and prepare you for the future
2. To collaborate with community partners to fully engage in a service learning endeavor
3. To live and work with personal and academic integrity
4. To dissect the Moravian College culture, using the FISH! Philosophy as a theoretical framework

ORGANIZATIONAL BEHAVIOR & LEADERSHIP (OB/L):

1. Describe what managers do and what leaders do
2. Identify the major challenges and opportunities for managers to use OB concepts
3. Identify how to shape the behavior of others
4. Recall the relationship between attitudes and behavior
5. Analyze the types of goals that increase performance
6. Explain how change impacts performance
7. Identify the characteristics of effective teams
8. Recall leadership theories
9. Analyze the factors determining an organization's culture
10. Explore OB/L, collaborate with peers, interact with the community, and organize a hands-on learning venture



HUMAN RESOURCE DEVELOPMENT:

1. Integrate technology, media and interpersonal competencies to effectively communicate to the class and professionals
2. To self-reflect and explore who you are, where your strengths lie, and to identify opportunities to excel personally and professionally (creation of an ePortfolio will guide this *process*)
3. Improve written expression and communication through the use of formal and informal writing as tools for learning
4. Identify, define and apply the correct OB/L models, concepts, and processes to “real world” buzz
5. Enhance presentation and teamwork skills

COURSE PROCEDURES: Learning is most effective when the students are *actively* involved and responsible for the experience. The major approach to gaining mastery in OB and Leadership 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 & CHOOSING YOUR ATTITUDE!
2. Coming to class prepared with the required text – BE THERE & PLAY!
3. Utilizing the online tools available to you
4. Attending and participating in class seminars and discussions – BE THERE, PLAY, MAKE THEIR DAY, & CHOOSE YOUR ATTITUDE!
5. Completing the conventional and experiential exercises, which may involve opinion generation, analysis, observation, personal practice, and library research
6. Completing OB/L ethnography - BE THERE, PLAY, MAKE THEIR DAY, & CHOOSE YOUR ATTITUDE!
7. Completing the two examinations
8. Maintaining and sharing your ideas each week (*OB/L Buzz with Dr. D.*) – BE THERE, PLAY!
9. Exploring and adopting the principles of the FISH! Philosophy as a way of being
10. Participating fully in the cooperative “learning” adventure!

MISSION RELEVANCE: The course will help students to understand and apply organizational behavior and leadership concepts as a business practitioner. Examples of current OB/L opportunities will be reviewed as a basis for learning how excellent companies employ the strategies taught. An awareness of the dynamic environment of organizational behavior 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, conventional and experiential exercises, and a comprehensive term project. In order to fully meet the course objectives, you must BE THERE!

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 early 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. Please plan to BE THERE & CHOOSE YOUR ATTITUDE to maximize your learnings! Arrange for a few peers that you can rely on to assist you in the case of your absence.

ATTENDANCE IS MANDATORY ☺



1 7 4 2

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%
Energy, Exercises Ideas, & Involvement	20%
My ePortfolio	20%
Ethnographic FISH! exploration	20%
	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: All exercises must be typed, proofread, and delivered on or before the due date. Delivery may be in person or via e-mail attachment as a Word document. *Please use a right justified header with your name, exercise name, course #, and date.*

- ◆ **EXERCISES:** In an effort to enhance your understanding of the components included in OB and Leadership, be prepared to use writing to explore your reactions to both contemplated and learned materials through both conventional and experiential exercises. *Conventional:* You will be reacting to scenarios, case studies, as well as to peer-work. **Access to the online CourseMate is required for this course.** 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.
 - **ONLINE COURSEMATE WEEKLY ASSIGNMENTS**
 - Please bring the completed case study for each chapter to class for each corresponding chapter discussion (i.e.: ch 1 case due 1.17.13)
 - Please complete each chapter quiz after we discuss each chapter
- ◆ **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 OB/L 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*)
- ◆ **OB/LEADERSHIP 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 each chapter of our OB/L text.** 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



1 7 4 2

the radio, read relevant journals and/or magazines, and surf the web for the latest and greatest OB/L buzz. Relevant buzz is due for each chapter covered in class. *Hint: set a Google alert for relevant buzzwords!*

- o 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.**

◆ **MY EPORTFOLIO:** CONGRATULATIONS! You have been selected to research yourself! Using an OB/L lens, you will explore who you are, who you want to be, your personality preferences, and how to package everything to effectively market yourself. Each student will prepare an ePortfolio where you will showcase individual achievements, reflect on where you have been and the experiences gained whereby you will capture every aspect of your life personally, professionally, academically, and at play!

- o **TASK.** In partnership with the Center for Leadership and Service, you will design your personal ePortfolio; this is a dynamic digital representation of your experience(s) that supports and connects your educational pursuits, career planning, and personal development through artifacts of various accomplishments.
- o **ROLE AND AUDIENCE.** Based on our learnings, you will capture the essence of self-exploration in this applied learning experience. Consider this a dynamic exploration into self-reflection and discovery on how to package your professional identity in a way that encourages a dissection of your overall life experiences. You will use your colleagues in this class as well as those within the Moravian community as resources. This class will be an environment that encourages you to learn more about who you are while gaining an understanding of how to showcase everything that makes you GREAT!

EPORTFOLIO (UNNOFFICIAL) SCHEDULE:

WEEK 2	ePortfolio preview with Katie Dantsin, Director of Leadership Development; select hands-on learning subculture
WEEK 4	Complete MBTI and dissect your personality preferences
WEEK 6	Strengths Quest assessment and analysis
WEEK 9	Report on interviews from hands-on learning experience
WEEK 11	Resumes posted on CareerHound; create LinkedIn account
WEEK 13	ePortfolio presentations!

- ◆ **ETHNOGRAPHIC FISH! EXPLORATION:** In order to holistically develop your skills as a student learner and aspiring professional, it is imperative that your research extends beyond the classroom. Your team (4-5 students) will engage in an ethnographic study on a Moravian College subculture, 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 from your observations.
 - o **TASK.** CONGRATULATIONS ~ you have been hired to go FISH! You will choose a subculture of interest within the Moravian College community to research from January through April 2013 in partial fulfillment of this course. Each student team is responsible for contributing to



1 7 4 2

the research associated with your assigned role. In an effort to fully enhance your experience, you will prepare drafts over the course of the semester. You will be required to research your chosen subculture for the *entire semester*, as *alternative options are not permitted once you make your selection and there will be no duplicates*.

- ROLE AND AUDIENCE. Based on our learnings in class, students will be asked to explore OB/L concepts in action while using the FISH! Philosophy in this applied learning experience. Consider this hands-on learning experience as an exciting exploration into data gathering and discovery of how to develop and propose how the FISH! Philosophy can enhance a subculture within Moravian College, using an OB/L lens. You may use your colleagues in this class as resources; other forms of data gathering such as interviews, questionnaires, observations, and review of organizational records (if available) will be required. This class will be an environment that enhances your knowledge while developing critical thinking skills that will drive the creation of your proposal.
- FORMAT OF PROPOSAL. The final proposal will be no less than 15 typed pages in length, double-spaced with 1-inch margins, and 12-point Times New Roman font. Please include an introduction to the organization under analysis, describe the current culture, and address the proposed changes/enhancements you are advocating for using the four principles of the FISH! Philosophy (Be There, Play, Make Their Day, and Choose Your Attitude), analyze evidence of how you came to this discovery, and present a strong position for how this will enhance overall performance of the College. The paper should be typed, proofread before submission, and contain appropriate citations both within the text and as references at the end of the paper. Again, keep personal copies for yourself. This paper will be the result of semester long research concerning OB and Leadership, the subculture, and your discoveries. 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. 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.
- FORMAT OF ORAL PRESENTATION. The presentations will last approximately 20 minutes including a question and answer period. The topic of the presentation will be your prepared proposal. PROFESSIONAL SPEECH, VISUALS, DEMEANOR, AND ATTIRE ARE EXPECTED. The presentation will be evaluated on how well organized it is, how clearly you communicate your ideas, and how well you respond during the question and answer period. In business, you will frequently be asked to give brief presentations during departmental meetings, and the like. Thus, the purpose of the presentation is to sharpen your skills at providing concise and clear presentations. This is the opportunity to deliver and receive critiques and we will learn how this invaluable information helps us grow both personally and professionally in life! A representative from your subculture will be present for your presentation.
- 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 culmination of writing exercises that will be evaluated over the course of the semester. Your writing will communicate your exploration of your chosen subculture using an organizational behavior and leadership lens. Using all of your resources, the paper shall be well written, and professionally developed, as you will be presenting the proposal 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 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 this program evaluation. 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; **please plan to invite a representative from your selected Moravian subculture to your presentation.** BOTH THE FINAL PAPER AND PRESENTATION WILL BE SUBMITTED TO THE PROFESSOR ELECTRONICALLY ON OR BEFORE THE DESIGNATED DUE DATE.

Your work in preparing the proposal 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 final proposal is a perfect candidate for inclusion in your learning portfolio.*

FISH! PROPOSAL WRITING SCHEDULE:

WEEK 3	Draft due of an introduction to MoCo subculture (current culture). <i>Please include OB/L learnings throughout your paper.</i>
WEEK 5	Draft due of introduction, orientation to your main topic (what the FISH! Philosophy is and how it can enhance the performance of the company if embraced).
WEEK 7	Draft due of introduction, orientation to your main topic, & how this can best be applied to MoCo subculture.
WEEK 9	Draft due of introduction, orientation to your main topic, how this can best be applied to MoCo subculture & how to effectively employ this provided the culture of the company.
WEEK 11	Draft due of introduction, orientation to your main topic, how this can best be applied to MoCo subculture, how to effectively employ AND MANAGE this provided the culture of the company, & the ultimate intended outcome/enhancements.
WEEK 12	Review of sources to be sure you have included the best supporting research to enhance the quality of your proposal.
WEEK 14	Final edits

RESOURCES:

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

<i>Harvard Management Update</i>	<i>Journal of managerial issues</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 organizational behavior</i>
<i>Journal of business and psychology</i>	<i>Journal of conflict resolution</i>
<i>Journal of Business Issues</i>	<i>Journal of ethics</i>
<i>Organizational Behavior & Human Performance</i>	<i>Organization behavior & human decision processes</i>
<i>Leadership excellence</i>	<i>Leadership in action</i>
<i>Leadership Quarterly</i>	<i>Leadership (Burlingame, Calif)</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



1742

<http://home.moravian.edu/public/reeves/>. EbscoHost and Lexis-Nexis are excellent resources. I can arrange for Bibliographic Instruction upon request.

2. WEB MATERIALS: Resources are included in each chapter of your textbook as well as additional resources, such as quizzes, flash cards, games, videos and an eBook, on the text web site. The URL for our text is: www.4ltrpress.cengage.com/orgb (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 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 Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.
5. 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/>.
6. **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 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, using unauthorized materials in any academic exercise, or making choices driven by dishonest motives. 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 POLICY: To provide an optimum environment for learning, all cellular phones 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 were 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.

"Don't tell people how to do things, tell them what to do and let them surprise you with their results." ~
George S. Patton




1 7 4 2

TENTATIVE CLASS SCHEDULE



(SUBJECT TO CHANGE)

** NOTE: BRING YOUR *OB/LEADERSHIP BUZZ* TO EACH CLASS MEETING **

MEETING DATE	TOPIC	READING & ASSIGNMENTS
<i>JANUARY</i> 15	Introductions OB & Opportunity	Chapter 1 Login to blackboard & take personality test
17	OB & Opportunity Challenges for Managers	Chapter 1 Chapter 2
22	Challenges for Managers <i>Special Guest: Katie Dantsin, Director of Leadership Development</i>	Chapter 2
24	Personality, Perception, & Attribution	Chapter 3
29	Personality, Perception, & Attribution *WEEK 3 DRAFT DUE	Chapter 3
31	Attitudes, Emotions, & Ethics	Chapter 4
<i>FEBRUARY</i> 5	Motivation at Work	Chapter 5
7	Stress & Well-Being	Chapter 7
12	Communication *WEEK 5 DRAFT DUE	Chapter 8
14	Wrap Up & Review	<i>Study! Study! Study!</i> And have some fun too...
19	EXAM 1 	Chapters 1-8
21	Work Teams & Groups	Chapter 9
26	EPORTFOLIO UPDATES	Chapter 9
28	WEEK 7 DRAFT DUE	
<i>MARCH</i> 4-8	SPRING RECESS	NO CLASS
12	Decision Making by Individuals & Groups *WEEK 9 DRAFT DUE	Chapter 10
14	Power & Political Behavior	Chapter 11
19	Leadership & Followership	Chapter 12
21	*WEEK 11 DRAFT DUE	DeSales University Fleming Ethics Bowl
26	Conflict & Negotiation *WEEK 12 EDITS	Chapter 13
28	Organizational Culture	Chapter 16
<i>APRIL</i> 2	Culture & Change	Chapter 16
4	Managing Change	Chapter 18 <i>Study! Study! Study!</i>



1 7 4 2

		And have some fun too...
9	EXAM 2 	Chapter 9-18
11	PRESENTATIONS	*FINAL PROJECTS DUE!!
	PRESENTATIONS	
16		
18	PRESENTATIONS	
23	PRESENTATIONS	
25	PRESENTATIONS	LAST DAY OF CLASSES
April 29-May 3	FINAL EXAMS	
May 12	COMMENCEMENT KUDOS TO THE CLASS OF 2013!	

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

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



1 7 4 2

CAREER CENTER IMPORTANT DATES FALL 2013

REMEMBER TO USE YOUR RESOURCES ☺

Backpack to Briefcase

January 11 & 12

A 2-day professional development seminar for juniors & seniors! Pre-registration is required.

Resume Marathon

January 22

10:00am – 2:00pm

Career Center

No need for an appointment today! Drop by any time between 10:00am-2:00 pm for an on-the-spot critique and approval for Career Hound postings.

Career Fair Prep Info Session

January 24

11:45am – 12:30pm

PPHAC

This presentation, given by Jennifer Haydt from Enterprise Holdings, will prepare you for any and all career fairs you may be attending. Attendees are welcome to bring their lunch.

Career & Internship Fair

February 1

10:00am – 1:00pm

ARC

Over 30 employers will be on campus to meet with students about jobs and internships. Every major and year of study is encouraged to attend; there will be opportunities for everyone! Different organizations attend this event than the LVCCE career fair, students should attend both! Professional dress and polished resumes are required. No advanced registration necessary.

Drexel School of Public Health Information Session

February 5

12:00pm-1:00pm

PPHAC

A representative from Drexel University's School of Public Health will be on campus to introduce their OPENING DOORS summer research program for science majors. Sophomores, juniors and seniors interested in the field of healthcare should plan to attend!

Lehigh Valley Collegiate Career Expo

February 13

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! Visit www.lvcce.org for a list of organizations attending, directions and other helpful hints. FREE TRANSPORTATION is provided by the Career Center-you must sign up by Monday, February 11th. Contact the Career Center for more information.

Resume Marathon

March 14

10:00am-2:00pm

Career Center

No need for an appointment today! Drop by any time between 10:00am-2:00 pm for an on-the-spot critique and approval for Career Hound postings.

Education Opportunities Day

March 26

10:00am – 3:00pm

HUB

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.

PAGE #11

K.P. DESIDERIO

USHINDI KUJIAMINI TIMU OYEE * FAITH WITHIN YOURSELF COMPLETES THE VICTORY



Resume Marathon

April 11

10:00am-2:00pm

Career Center

No need for an appointment today! Drop by any time between 10:00am-2:00 pm for an on-the-spot critique and approval for Career Hound postings.

Better Late Than Never Workshop for Seniors

April 16

11:45am – 12:30pm

PPHAC

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!

More events added weekly! Visit www.moravian.edu/career
for an up-to-date list of upcoming events!

The Career Center

Moravian College

1305 Main Street

www.moravian.edu/career

610-861-1509

thecareercenter@moravian.edu

Moravian College encourages persons with disabilities to participate in its programs and activities. If you anticipate needing any type of accommodation or have questions about the physical access provided, please contact the Career Center at 610-861-1509 at least one week prior to the event.