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Leveling Up: Your Brand, Your Impact, and Your Career

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Instructor Information

	Information
Instructor Name	Sam Bloch
Instructor Email	samuel.bloch@quinnipiac.edu sam@sam-bloch.com
Office Hours	Fridays, (1-3pm EST)
Office Location	Zoom link
Phone Number	248 - 974 - 2775

Sam Bloch is a Program Manager at Google who specializes in driving operational excellence through user-centric design and data-driven insights. With a background in digital media, Trust & Safety, legal operations, UX, and IT, Sam has a proven ability to lead cross-functional teams, conduct research, and translate user needs into actionable strategies. He is skilled in technical areas, including SQL and project management. Sam holds a Master of Science in Interactive Media from Quinnipiac University and a Bachelor of Arts in User Experience Design from Michigan State University. Currently, he is pursuing a Master of Arts in Leadership, Innovation and Change at the University of the Pacific. Beyond his professional work, Sam is a Certified California Climate Steward, a mentor, and a public speaker. He is also a coach with a strong background in competitive public speaking, where he has coached multiple state finalists and champions, and has also founded and hosted Michigan's largest competitive speech tournament. Sam's diverse

experiences and passions make him well-suited to guide students in developing their personal brand, communication skills, and career strategies.

Course Information

	Information
Course Format	Online - hybrid learning opportunity for QU in LA students
Course Location	Online - Zoom RESIDENCY - Google, Spruce Goose Campus, Playa Vista, California [Friday, from PM to PM]
Course Times	Thursdays from 7pm to 9pm EST

Course Description

Leveling Up: Your Brand, Your Impact, and Your Career is a course designed to empower you with the skills and strategies necessary to excel in today's competitive professional landscape. Through a blend of insightful readings, reflective exercises, and hands-on projects, you'll learn to build a powerful personal brand, master the art of persuasion and influence, and navigate the intricacies of networking and job applications. You'll discover how to strategically combine focused execution ("head-down work") with insightful thinking ("head-up work"), leading to impactful contributions in your chosen field. By engaging in AI-driven interview simulations, crafting a compelling LinkedIn profile, and developing a comprehensive Personal Action Plan, you'll gain the confidence and tools to launch a successful and fulfilling career journey.

Course Learning Objectives (CLOs)

This course aims to equip students with a comprehensive set of knowledge, skills, and abilities that will enable them to thrive in the modern professional world. Students will develop a strong understanding of personal branding, persuasive communication, and networking strategies, and will be able to apply these concepts in practical settings.

By the completion of this course, you will be able to:

1. **Craft a compelling and concise LinkedIn bio** that effectively highlights your unique value proposition and incorporates storytelling elements. You will learn how to skip the details in this section and save them for the Experience section of your profile, focusing on the highlights and weaving them into your story. You'll learn to finish strong with a call to action that is consistent with your personal brand and how you want to be perceived.
2. **Define "identity capital,"** identify the types you possess beyond academic achievements and work history, and discuss strategies for showcasing these less tangible assets on LinkedIn. You'll also learn to define and apply the concept of "weak ties" in your professional networking strategy, recognizing that 'new things almost always come from outside your inner circle.'
3. **Differentiate between "head-down work" and "head-up work"** and give examples of each from

your own experience. You will learn to maximize both types of work, understanding that "balancing head-down with head-up work" is essential for maximizing your impact in the workplace.

4. **Understand the role of attention** in pre-suasion and its application in crafting effective persuasive communication and job application strategies. You will learn that pre-suasion involves understanding "what savvy communicators do before delivering a message to get it accepted", including careful attention management. You will explore the power of applying simple self-relevant cues and metaphors to focus attention and increase the success of your communication, especially when you "have a good case to make."
5. **Identify and analyze inefficiencies** in both your work and daily life, and apply the "better, faster, smarter" approach to implement solutions and measure their impact. You will collect and analyze data to measure the impact of your chosen solution and present your findings in a compelling 12-minute presentation.
6. **Prepare for interviews using the STAR method**, understand the importance of building a "story toolbox" filled with examples, and articulate your experiences effectively. You will practice answering behavioral interview questions using AI-driven simulations like Google Gemini, reflecting on the usefulness of AI as a practice tool.
7. **Develop and implement a strategic job search strategy**, including networking events, online applications, informational interviews, and LinkedIn outreach. You will create a comprehensive Personal Action Plan that encompasses targeted organizations, "springboard" job identification, a refined professional brand, an interview preparation toolkit, and a robust accountability framework to sustain momentum in your post-course job search endeavors.

Course Materials

- Jay, Meg. *The Defining Decade: Why Your Twenties Matter and How to Make the Most of Them Now*. First updated trade paperback edition. New York, Twelve, 2021.
 - [Link](#)
- Cialdini, Robert B.. *Pre-suasion: A Revolutionary Way to Influence and Persuade*. First Simon & Schuster hardcover edition. New York, Simon & Schuster, 2016.
 - [Link](#)

Optional Materials

The course will also utilize AI-driven interview simulations, such as [Google Gemini](#). Students will develop a "story toolbox" to prepare for behavioral interview questions using the STAR method. Students will also create a "Coffee Chat Opener" to connect with professionals on [LinkedIn](#).

Course Logistics

Suggested section. For online courses, detail the course structure, including when modules are released, where to find learning modules, where to submit assignments, when assignments are due, etc. For in-person courses, list any other information students need to know to succeed in the course, such as how each class is structured (lectures, activities).

Course Learning Activities & Assessments

You will have multiple opportunities to practice and demonstrate your progress towards the course learning outcomes through various activities and assessments. These include, but are not limited to:

- **Readings:** Engaging with thought-provoking excerpts from books like *The Defining Decade* by Meg Jay and *Pre-Suasion: A Revolutionary Way to Influence and Persuade* by Robert Cialdini, as well as various articles.
- **Viewings:** Analyzing insightful videos like Madeline Mann's "Answering Behavioral Interview Questions Using the STAR Method".
- **Written Assignments:** You will be asked to produce several thoughtful reflections on your readings, connecting key concepts to your personal experiences and career goals. For example, you'll be asked to define "identity capital" in your own words and discuss strategies for showcasing your less tangible assets on LinkedIn. You will also analyze your experience using AI as a practice tool.
- **Presentations:** You will deliver a compelling 12-minute presentation on a process improvement project you designed and implemented, showcasing your analytical and communication skills, and receiving feedback from working professionals.
- **Discussion Posts:** Sharing your insights and perspectives on networking principles, and crafting a "Coffee Chat Opener" to connect with professionals on LinkedIn. You will also give feedback on two other students' posts.
- **Discussion Responses:** Providing thoughtful feedback on two classmates' "Coffee Chat Opener" discussion posts.
- **Simulations:** Participating in AI-driven interview simulations using tools like Google Gemini to practice answering behavioral interview questions and receive feedback on your performance.
- **In-Class Activities:** Engaging in interactive exercises and discussions to reinforce key concepts and practice applying learned skills.

Projects:

- **LinkedIn Bio:** Crafting a compelling and concise LinkedIn bio that highlights your unique value proposition and incorporates storytelling elements.
- **Resume:** Updating or creating a professional resume that effectively showcases your skills and experiences.
- **Professional Headshot:** Uploading a professional headshot to your LinkedIn profile that reflects your personal brand.
- **Efficiency Project:** Identifying and analyzing inefficiencies in your daily life and applying the "better, faster, smarter" approach to design, implement, and measure the impact of a solution. This project culminates in a 12-minute presentation showcasing your findings.
- **Personal Action Plan:** Creating a comprehensive Personal Action Plan that outlines your career goals, target companies, "springboard" job identification, refined professional brand, interview preparation toolkit, and accountability framework for your job search.. This plan will

include "at least 5 specific scenarios or experiences" using the STAR method to prepare for behavioral interviews.

Workload:

Please be advised that **Leveling Up: Your Brand, Your Impact, and Your Career** is a rigorous 3-credit course designed to provide you with comprehensive skills and strategies for professional success.

To fully benefit from this course and achieve the learning objectives, you should anticipate dedicating significant time and effort to the various learning activities and assessments. These include engaging with extensive readings from required texts such as *The Defining Decade* and *Pre-Suasion*, as well as analyzing articles. You will be expected to produce thoughtful written reflections on these materials, connecting key concepts to your personal experiences and career goals.

The course also involves hands-on projects such as crafting a compelling LinkedIn bio, updating your resume, developing a "Coffee Chat Opener", and completing an Efficiency Project culminating in a 12-minute presentation. Active participation in weekly video conference sessions, including being prepared with your camera on, and engagement in an in-person residency at the Google Playa Vista campus, or via Zoom for those outside of LA, is also a crucial component. Furthermore, you will be practicing interview skills using AI-driven simulations like Google Gemini and developing a comprehensive Personal Action Plan for your career. Successful completion of this course necessitates a consistent and dedicated effort across all these components.

Discussions

Specific weeks will require submission posts as presented.

Final Grades

Please read this section carefully. Final grades will be determined by student performance. Please note that this course is a pass / fail course.

The final letter grade is determined based on the [university grading policy](#):

LETTER GRADE	DESCRIPTION
AU (audit)	Indicates the course was audited. This grade type is in effect for the Fall 2017 semester and beyond.

LETTER GRADE	DESCRIPTION
I (incomplete)	A grade of "Incomplete" or "I" indicates that a student has not satisfied all of the course requirements and has come to an agreement with the faculty member for an extension in order to complete the work. In addition, if grades are awarded while an academic integrity case is in progress, the faculty member must assign a temporary grade of "Incomplete" to the student pending the outcome of the academic integrity hearing board review process. Apart from academic integrity cases, the decision to issue a grade of Incomplete is made solely at the discretion of the faculty member. Incomplete grades must be requested by the student, and will be granted only if justified by compelling individual circumstances requiring additional time beyond the end of the semester to complete course requirements. A grade of Incomplete should not serve primarily as a mechanism to allow a failing student to earn a passing grade. Grades of Incomplete should be accompanied by a written plan for resolving the Incomplete grade, which includes documentation of outstanding work and the timeline for completion. This written plan shall be retained by the student, the faculty member and the department chair. An Incomplete grade automatically becomes an "F" if it is not removed within 30 calendar days following the end of the semester (last day of final exams) in which it was issued, or within a lesser period specified by the instructor. In exceptional cases, extensions beyond that normal period are permitted only with the written approval of the department chairperson. Any change in an Incomplete to a grade other than "F" after one year requires the written permission of the dean of the school, college or division.
W (withdrawal)	A student may withdraw from a course offered in a traditional semester (15 week) format up to the end of the 10th week of classes. For courses offered during the summer or in accelerated or other nontraditional formats, the withdrawal period extends up to the completion of 60 percent of the scheduled class sessions. Prior to the start of each semester, the specific withdrawal deadlines for all classes are published by the Office of the Registrar. Withdrawals must be recorded on an official form available in the registrar's office.
P (pass)	Indicates "passed with credit" when no letter grade is given.
S (satisfactory)	Indicates "passed with no credit."
U (unsatisfactory)	Indicates "unsatisfactory work."

Late Work

In this course, meeting deadlines is crucial.

1. **Submission Deadlines.** All assignments are due at the specified date and time. This is to ensure smoother collaboration, timely feedback, and fair evaluation.
2. **Extensions.** Extensions may be granted in some circumstances, if requested before the assignment due date.
3. **Feedback Timeline.** Late submissions will receive feedback at the instructor's discretion, possibly delayed due to the impact on the course timeline.

Course Expectations

Expectations For Attendance and Participation

Weekly Videoconference Sessions

A key piece of our class experience is our live Zoom sessions each week. A few guidelines for participation:

- It is important to log in early to be ready to actively participate.
- Be “present” and engage professionally as colleagues.
- Be prepared to have your camera on during the sessions.
- I strongly encourage your active involvement in the live sessions. However, I understand that there may be times you can’t attend. If you cannot attend a session, you will need to arrange it with me in advance. In such cases, you will need to (1) listen to the archived recording, (2) submit a 1 page summary/reaction to the session, and (3) complete any in-class activities that occurred.

Residency (DATE)

Our hybrid residency is a mix of live, small group work and possibly asynchronous interaction, including engagement on Zoom, and in-person collaboration on the Google Playa Vista campus. During this residency, you’re expected to be engaged during the entire meeting period, whether we are live on Zoom the whole time or not.

Any request for an exception to attending a weekend session (all or part) must be received by me at least one week in advance. If an exception is granted, you will be expected to (1) watch the recording of the class session; (2) submit a two-page summary/reaction to the session within one week; and (3) complete and submit any in-class activities.

Fostering Our Classroom Community

This course values respectful and engaging dialogue as a key component of the learning process. Building a strong classroom community where everyone feels comfortable sharing their thoughts and perspectives is essential to achieving the course learning objectives. By fostering an environment of mutual respect and open communication, you can learn from each other's diverse experiences and perspectives, enriching your understanding of course concepts and their practical applications.

Here are some key elements of respectful classroom dialogue:

- **Active Listening:** Pay attention to your classmates' contributions, demonstrating genuine interest in their viewpoints.
- **Thoughtful Responses:** Engage with others' ideas in a constructive and respectful manner, even when you disagree.
- **Open-Mindedness:** Be receptive to different perspectives and consider alternative viewpoints.

- **Professionalism:** Maintain a professional and courteous demeanor, avoiding personal attacks or disrespectful language.

Remember, the goal is to create a safe and supportive learning environment where everyone can contribute and learn. By embracing respectful dialogue, you will not only enhance your own learning experience but also contribute to the collective growth of the entire class.

Technology Requirements and Skills

To thrive in this course, you'll need basic computer skills and reliable internet access for accessing course materials and engaging with online platforms like LinkedIn and Google Gemini.

AI in the Classroom

If you want to use generative AI in your work, please seek permission first and if we agree it's appropriate, we expect you will properly and ethically cite that source following the APA Style Blog's guidance on citing ChatGPT and other AI (apastyle.apa.org/blog/how-to-cite-chatgpt). The use of generative AI without citation will be treated as an honor code violation. We recognize the benefit of AI in terms of creative thinking, writing support, research and more. As the uses and applications of AI are constantly evolving, Quinnipiac recognizes the need to adapt and update use of AI on a regular basis.

Support From Your Instructor

Students are encouraged to ask questions or explore concepts with me outside of class as needed. I will not regularly post office hours but welcome the opportunity to connect and will happily respond to student requests. Upon request, a meeting can be arranged to occur over the phone or online depending on what best meets student needs. Your questions are always welcome, and I will do my best to respond within 48 hours unless I have stated that I am unavailable.

University Policies

Required depending on department/school. The below information is included in your LMS course shell but may need to be included in the syllabus as well. Contact your department chair/program coordinator for more information and other policies you may need to include.

Academic Integrity

In its mission statement, Quinnipiac emphasizes its commitment to the academic community. As an academic community, our students, faculty and staff work together to acquire and extend knowledge, develop skills and competencies, and serve the greater good of our nation and local communities. Our individual and collective inquiry and pursuit of knowledge are only possible when each of us in the community is aware of and strives to maintain a code of ethical practice and integrity. **As a Quinnipiac student, you are expected to uphold Quinnipiac's Academic Integrity Policy.** Please see [Quinnipiac's University Policies Page](#) for our complete academic integrity policy.

Students with Disabilities

Students with disabilities who wish to request reasonable accommodations should email access@qu.edu, or call (203) 582 – 7600. Quinnipiac University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Please see [Quinnipiac's "Guidelines and Procedures for Students with Disabilities" page](#) for our complete disability policy.

Statement of Inclusive Values

At Quinnipiac University, we believe excellence is inclusive and built upon equity, so all groups feel welcome to fully participate in and contribute to our mission. Achieving this level of excellence requires creating a sense of belonging for all individuals—especially historically marginalized members of society—by affirming the worth, dignity, legitimacy and equality of everyone in the Quinnipiac community and beyond, regardless of race, ethnicity, sex, age, sexual orientation, gender identity, disability, religion, national origin, political viewpoints, veteran status or socio-economic background. Please see [Quinnipiac's "Statement of Inclusive Values" page](#) for our complete statement.

Course Schedule

NOTE: The below information is subject to change at the discretion of the instructor.

Week 1: Building Your Digital Professional Brand - Crafting Your LinkedIn Bio - Dates

- **Read:** "[3 Tips For A LinkedIn Profile Summary That Gets Noticed In 2024](#)" by Ashley Stahl, Forbes Magazine
- **Read:** The Preface and Introduction from *The Defining Decade*, by Meg Jay
- **Analyze:** Identify x2 LinkedIn profiles that you admire.
- **Create:** Write a compelling LinkedIn bio that highlights your unique value proposition.
- **Reflect:** In a brief written reflection, explain your choices for your bio, including how you incorporated insights from the Forbes article and the x2 analyzed profiles. Be sure to include your written LinkedIn bio (Counts toward the min 500 words)
- **Post:** Share your bio on the class discussion board.

Deliverables: **SUBMIT** x1 Reading Reflection (min 500 words), **POST** x1 Discussion Post

Week 2: Building Your Digital Professional Brand - Leveraging Identity Capital - Dates

- **Read:** Chapter 1, "Identity Capital" from *The Defining Decade*
- **Update / Create:** Update your professional resume so that it's current. If you do not have a resume, please create one. If your resume is current, you can submit it as is.
- **Reflect:** Write a thoughtful reflection addressing the following prompts (min 400 words):
 - Define "identity capital" in your own words.
 - Identify the types of identity capital you possess beyond academic achievements and work history.
 - Discuss strategies for showcasing these less tangible assets on LinkedIn.
 - Explain how you can make yourself interesting and relevant online.

Deliverables: **SUBMIT** x1 Reading Reflection (min 400 words), **SUBMIT** x1 Resume

Week 3: Building Your Digital Professional Brand - Customizing Your Professional Journey - Dates

- **Read:** Chapter 5, "The Customized Life" from *The Defining Decade*
- **Reflect:** Write a thoughtful reflection addressing the following prompts:
 - How does the concept of the "customized life" challenge traditional career paths?
 - Identify your unique skills, experiences, and passions.
 - Discuss how digital platforms can be used to customize your professional identity.

Deliverables: **SUBMIT** x1 Reading Reflection (min 400 words)

Week 4: Building Your Digital Professional Brand - Updating Your Professional Image - Dates

- **Update:** Upload a professional headshot to your LinkedIn profile.
- **Reflect:** Write a brief reflection on how your headshot reflects your personal brand.

Deliverables: **SUBMIT** x1 Reading Reflection (min 400 words), **SUBMIT** x1 Headshot

Week 5: Building Your Network - The Power of Networking - Dates

- **Read:** "[Three simple rules for productivity](#)" by Lucy Gower
- **Create:** Create a list of 10 companies and 5 job titles that align with your career goals.
- **Reflect:** Write a reflection on the key takeaways from the Gower article and how they can be applied to networking and career development. Be sure to include your written companies and job titles (Counts toward the min 500 words).
 - How might you apply the concepts to get closer to one of the companies or job titles on your list?

Deliverables: **SUBMIT** x1 Reading Reflection (min 500 words)

Week 6: Building Your Network - Leveraging LinkedIn for Networking - Dates

- **Read:** Chapter 2, "Weak Ties" from *The Defining Decade*
- **Analyze:** Identify 5 alumni or professionals on LinkedIn whose careers interest you.
- **Create:** Develop a "Coffee Chat Opener." This message should be no more than 100 words. You can write the post as if you were messaging me on LinkedIn. Post this opener to the discussion board and provide feedback to x2 other students (min 200 words per response).
- **Reflect:** Write a thoughtful reflection addressing the following prompts (min 400 words):
 - In Chapter 2, Jay argues that 'new things almost always come from outside your inner circle.' How does this idea connect with the LinkedIn activity you are completing?
 - Thinking about your own career aspirations, who are some 'weak ties' you could reach out to, and what are some strategies you could use to make those connections?"

Deliverables: **SUBMIT** x1 Reading Reflection (min 400 words), **POST** x1 Discussion Post, **RESPOND** x2 Discussion Post Responses

Week 7: Building Your Network - Reaching Out and Connecting - Dates

- **Read:** Chapter 4, "The New Normal" from *The Defining Decade*
 - **Send:** Send personalized connection requests to 3 of the 5 individuals identified in Part 2. You will need to ask for a coffee chat and hold one 30-min session with an individual for Part 4.
 - **Schedule a Meeting:** Schedule a 30-minute networking meeting with one of the individuals.
 - **Reflect:** Write a reflection addressing the following prompts (min 400 words):
 - How are you balancing your personal and professional life while pursuing your career goals?
-

- Find one quote from “The New Normal” that resonates with you and include it, and why it resonates with you, in your reflection.
- How does networking fit into your overall life plan?
- What are your expectations for the networking meeting, and how do you plan to prepare?

Deliverables: SUBMIT x1 Reading Reflection (min 400 words)

Week 8: Building Your Network - Reflecting on the Networking Experience - Dates

- **Read:** Chapter 3, "The Unthought Known" from *The Defining Decade*
- **Conduct a Meeting:** Conduct a 30-minute networking meeting with one of the individuals.
- **Send a Thank-you:** Pen a personalized thank-you letter and send it to the individual you met with.
- **Reflect:** Write a reflection addressing the following prompts (min 500 words):
 - Write about and reflect on your experience in your networking meeting.
 - How does the concept of the "unthought known" relate to the insights you gained or the connections you made during your coffee chat?
 - Did the conversation help you uncover or re-examine any aspects of yourself, such as past experiences, interests, or skills, that you may have forgotten or overlooked?
 - How can this newfound awareness guide your future decisions, particularly regarding your career aspirations?

Deliverables: SUBMIT x1 Reading Reflection (min 500 words), SUBMIT x1 Personalized Thank-you letter

Week 9: Building Your Impact - Picking Your Head Up - Dates

- **Read:** “[Maximizing Impact: Combining Head-Down Tasks and Head-Up Insights in the Workplace](#)” by David Tupper
- **Consider:** Looking ahead to this chapter’s presentation.
- **Reflect:** Write a reflection on the key takeaways from the Tupper article and how they can be applied to career development (min 500 words). Be sure to answer:
 - What are the main differences between “head-down work” and “head-up work”?
 - Give two examples of head-up work and two examples of heads-down work from your own experience. These can be experiences you’ve had or could theoretically engage in.

Deliverables: SUBMIT x1 Reading Reflection (min 500 words)

Week 10: Building Your Impact - Better, Faster, Smarter - Dates

- **Read:** “[How To Get Noticed At Work For All The Right Reasons](#)” by Melody Wilding.
- **Read:** Chapter 1, "Pre-Suasion: An Introduction" from *Pre-Suasion: A Revolutionary Way to Influence and Persuade*
- **Continue:** Working on your project.
- **Reflect:** Write a thoughtful reflection addressing the following prompts (min 400 words):
 - What role does attention play in pre-suasion? How can we direct people’s attention to make them more receptive to our message? Can you give an example from *Pre-Suasion* or from your own experience?
 - What are some specific strategies, beyond just completing assigned tasks, that individuals can use to demonstrate their value and get noticed by supervisors and colleagues?

Deliverables: SUBMIT x1 Reading Reflection (min 400 words)

Week 11: Building Your Impact - Breaking the Brass Ceiling / RESIDENCY - Dates

- **Read:** Chapter 2, "Privileged Moments" from *Pre-Suasion: A Revolutionary Way to Influence and Persuade*
- **Read:** Chapter 3, "The Importance of Attention . . . Is Importance" from *Pre-Suasion: A Revolutionary Way to Influence and Persuade*
- **Visit:** Students within the Quinnipiac in LA Program will be asked to spend **Friday MONTH, DAY** at Google's Playa Vista campus. Students available outside of LA will be asked to zoom in.
 - 15 S Campus Center Dr Building 14, Playa Vista, CA 90094
 - **Time:** 10am PST to 4pm PST (Lunch will be provided)
- **Present:** A 12-minute presentation on your efficiency– Students will receive live, in-time feedback from working professionals at Google.

Deliverables: **PRESENT** x1 Presentation (max 12 minutes), **SUBMIT** Presentation Materials

Week 12: Building Your Start - You Have Free Will, So Get Creative - Dates

- **Read:** "[The workers who went viral applying for jobs](#)" by Alex Christian, BBC.
- **Read:** Chapter 4, "What's Focal is Causal" from *Pre-Suasion: A Revolutionary Way to Influence and Persuade*
- **Consider:** Looking ahead to this chapter's project.
- **Reflect:** Write a thoughtful reflection addressing the following prompt (min 500 words):
 - Imagine you're designing your own attention-grabbing job application strategy. What elements would you include to make it focal and memorable, and how would those elements emphasize your unique strengths? Consider using principles from *Pre-Suasion* and examples from the BBC article to support your ideas.

Deliverables: **SUBMIT** x1 Reading Reflection (min 500 words)

Week 13: Building Your Start - Practice Makes Perfect - Dates

- **Read:** Chapter 7, "The Primacy of Associations: I Link, Therefore I Think" from *Pre-Suasion: A Revolutionary Way to Influence and Persuade*
- **Watch:** "[Answering Behavioral Interview Questions Using the STAR Method](#)" from Madeline Mann, Self Made Millennial.
- **Continue:** Working on this chapter's project.
- **Select:** Find a job posting that greatly interests you.
- **Practice:** Paste this entire job posting into [Google Gemini](#).
 - Before hitting enter, also paste in: "Given this job posting, I'd like to practice interviewing. Can you ask me a question that I might end up seeing in a real interview for this position, then I'll respond, and can you rate my response?"
 - Hit enter.
 - Use the microphone option and practice your response out loud. You'll want to answer succinctly using the STAR method outlined in ARTICLE.
 - Do this for at least 2-3 questions. You will need to submit this chat log by copying and pasting it into a document as part of this week's deliverables.
- **Reflect:** Write a thoughtful reflection addressing the following prompts (min 400 words):
 - Madeline Mann emphasizes the importance of having a "story toolbox" filled with examples. How can the concepts from Chapter 7 help you select and refine the stories you include in your toolbox? What types of stories are likely to create the most favorable impressions?
 - Reflect on your experience with using AI as a practice tool. Was this a useful experience? What

did you learn?

Deliverables: **SUBMIT** x1 Reading Reflection (min 400 words), **SUBMIT** x1 Chat-log

Week 14: Building Your Start - Plan Your Plan - Dates

- **Read:** Chapter 18, "Do the Math" from *The Defining Decade*
- **Read:** The Epilogue, "Will Things Work Out for Me?" from *The Defining Decade*
- **Continue:** Working on this chapter's project.

Deliverables: **NONE**

Finals Week - Go Forth and Conquer!

- **Submit:** Your Personal Action Plan

Deliverables: **SUBMIT** x1 Action Plan