

### COURSE INFORMATION

Course title:	Career Development	Credits:	1.5
Course code:	BA 520	Class location:	Online, Zoom
Session, term, period:	2020W, P1-P5	Class times:	See course schedule (pg. 6)
Section(s):	BA1	Pre-requisites:	None
Course duration:	Nov 2, 2020 to July 17, 2021	Co-requisites:	None
Division:	Business Career Centre		
Program:	MBAN		

### INSTRUCTOR INFORMATION

Instructor:	Whitney Friesen, Manager MBAN Careers		
Phone:	604-822-6559	Office location:	N/A
Email:	whitney.friesen@sauder.ubc.ca	Office hours:	By appointment only <a href="#">COOL</a>

### COURSE DESCRIPTION

The Career Development course provides students with the tools, resources and confidence to strengthen and enhance their personal and professional development, and guide their transition from student to professional.

Based on the Career Readiness Model, the course will focus on five main components:

- **Understand Yourself:** Know your values, strengths, motivators and how best to leverage them during and post MBAN program.
- **Build Your Brand:** Understand your unique value proposition and learn how to articulate your thoughts into persuasive stories and compelling applications.
- **Explore Your Options:** Enhance your knowledge and conduct primary and secondary research to be confident in your next steps.
- **Practice:** Incorporate your learning by conducting interviews with confidence, professionalism, and enthusiasm. Meet alumni and industry professionals to increase your personal network and further explore your future career search.
- **Create S.M.A.R.T. goals and develop your own action plan:** Be confident and inspired to take the next step after you graduate.

By the end of the course students will develop key employability skills to support their job search and overall professional development goals.

### COURSE FORMAT

The Career Development course consists of a series of classes and assignments spread throughout P1-P5 designed to help students develop graduate-business level career-related awareness and accelerate their personal and professional development skills. The typical format is online lectures and discussions with the inclusion of guest speakers periodically.

### LEARNING OBJECTIVES

By the end of BA 520, students will be able to:

- Articulate a deep-level of understanding regarding one's strengths, values, transferable skills, ambitions and motivators

- Describe the value and importance of emotional intelligence (EQ) as a leadership skill in the workplace and further develop core EQ competencies during and after the MBAN program
- Identify and leverage changing workplace trends to their advantage by becoming more well-informed with industry, organization, and job roles
- Navigate the job search process from start to finish, including networking, applications, and interviews
- Exhibit confidence in their ability to progress their personal or professional development

## ASSESSMENTS

### *Summary*

There are several personal assessments in this course (see detailed Assessment section); each is graded on a Pass/Fail basis. **You must receive a Pass on all assignments to pass this course.**

### *Details of Assessments*

You must complete the following to a satisfactory degree to receive a passing grade in this course. All written assignments should be submitted in PDF format.

- **StrengthsFinder 2.0: Assessment Results | Due: November 20<sup>th</sup> at 4:59pm PST**  
Complete the StrengthsFinder assessment, review results, and use PDF summary in class.
- **StrengthsFinder Reflection | Due: November 27<sup>th</sup> at 4:59pm PST on [Canvas](#)**  
After completing the online assessment (code provided by the Business Career Centre during Orientation) you will submit a reflection paper in regards to your Top 5 most dominant talents. Details of assignment can be found on Canvas.
- **Career Development Intake Meeting | Due: January 15<sup>th</sup>, book on [saudercool.ca](#)**  
This is your chance to establish a strong and personalized relationship with your MBAN Career Manager (Whitney Friesen). Choose "Career Intake Appointment" in COOL when scheduling your appointment.
- **Informational Interviews Reflection | Due January 22<sup>nd</sup> at 4:59pm PST on [Canvas](#)**  
You will participate in at least 3 informational interviews and submit a reflection about your experience.
- **Emotional Intelligence (EQ) Assignment | Due February 26<sup>th</sup> 4:59pm PST on [Canvas](#)**  
Submit your reflection on the Emotional Capital Report (ECR) assessment after completing your 1:1 debrief with a Roche Martin certified coach (book in COOL).
- **Application Assignment | Due: April 23<sup>rd</sup> at 4:59pm PST on [Canvas](#)**  
You will create a cover letter and resume for a job of your choice. You will ensure that your LinkedIn profile is complete and up-to-date. Your mock interview will be based on this application. Resources will be provided by the Business Career Centre.
- **Career Action Plan Presentation | Due: May 7<sup>th</sup> in class**  
You will deliver a short 3-minute presentation to your peers outlining what specific SMART professional and personal goals you will be taking to reach your post-graduation goals.

- **Mock Interview | May 1-21 online**

You will participate in a mock interview with a career consultant between May 1-21, 2021. You will receive tailored feedback on your performance including your application and LinkedIn profile presence.

### COURSE-SPECIFIC POLICIES AND RESOURCES

#### *Missed or late assignments, and regrading of assessments*

Late submissions will not be accepted and will receive a grade of zero.

#### *Academic Concessions*

If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an [Academic Concession Request & Declaration Form](#) <https://webforms.sauder.ubc.ca/academic-concession-rhlee>. If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per [UBC's policy on Academic Concession](#).

#### *Other Course Policies and Resources*

#### Important Websites:

- **Canvas Course for BA 520:** [canvas.ubc.ca](https://canvas.ubc.ca)
  - Course page for all readings and assignments
- **COOL (Career Options Online):** [saudercool.ca](https://saudercool.ca)
  - Book coaching appointments, RSVP for company info sessions and networking events
- **SEAT (Sauder Employment Analytics Tool):** [sauder-ubc.12twenty.com/](https://sauder-ubc.12twenty.com/)
  - Research MM/MBA cohorts' employment outcomes as part of your job search process
  - Submit your post MBAN program status, job offers, and final placement(s)
- **VMock:** [vmock.com/sauder](https://vmock.com/sauder)
  - Instant resume review tool used by leading business schools

#### Other Career Resources:

- **Career Toolkit:** find on Canvas under the BA520 Course website in "Modules"
- **LinkedIn:** [linkedin.com](https://www.linkedin.com) (the world's largest social network for business and careers)
- **CaseCoach:** [casecoach.com](https://casecoach.com) (case interview preparation)
- **Business in Vancouver:** [biv.com](https://biv.com) (includes top listings of Vancouver companies by industry)
- **Glassdoor:** [glassdoor.ca/index.htm](https://glassdoor.ca/index.htm) (anonymous reviews and ratings of local companies)
- **Career Leader:** contact your Career Manager for FREE student access (provides actionable information that you can use to identify the career paths and work cultures that will suit you the best)
- **Vault:** [access via COOL](#) (explore careers through industry guides, and a detailed career database)
- **AngelList:** [angel.co](https://angel.co) (company listings and a job board for start-up companies)

#### *Code Plagiarism*

Code plagiarism falls under the UBC policy for [Academic Misconduct](#). Students must correctly cite any code that has been authored by someone else or by the student themselves for other assignments. Cases of "reuse" may include, but are not limited to:

- the reproduction (copying and pasting) of code with none or minimal reformatting (e.g., changing the name of the variables)
- the translation of an algorithm or a script from a language to another
- the generation of code by automatic code-generations software

An “adequate acknowledgement” requires a detailed identification of the (parts of the) code reused and a full citation of the original source code that has been reused.

Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before handing in any assignments.

- Policies on assessment due prior to students joining the course (i.e., during the add/drop period).

### POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL

#### *Attendance*

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a “W” or an “F” standing on the transcript.

#### *Punctuality*

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

#### *Electronic Devices*

During online lectures, students are not permitted to use any electronic devices other than the primary one used for attending the online lecture (e.g. laptop or desktop). Only Zoom should be open during the online lecture unless an instructor advises the use of another program/website for an in-class activity. Feedback from students indicates that personal devices are the number one distraction from effective learning and participation in the online learning environment.

#### *Citation Style*

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625>

### UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to

access support are available on the UBC Senate website at <https://senate.ubc.ca/policies-resources-support-student-success>.

### *Respect for Equity, Diversity, and Inclusion*

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including status as a First Nation, Metis, Inuit, or Indigenous person, race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or disability. It is critical that students from diverse backgrounds and perspectives be valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

### *Academic Integrity*

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

### *Academic Freedom and Students Studying from Outside Canada*

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

### **COPYRIGHT**

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline and could be subject to legal action. Any lecture recordings are for the sole use of the instructor and students enrolled in the class. In

no case may the lecture recording or part of the recording be used by students for any other purpose, either personal or commercial. Further, audio or video recording of classes are not permitted without the prior consent of the instructor. Students may not share class Zoom links or invite others who are not registered to view sessions.

**ACKNOWLEDGEMENT**

UBC’s Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

**ONLINE TEACHING TOOL & REQUIREMENTS**

This course will be taught using Zoom for synchronous classes and office hours.

For this course, you are required to use a Zoom account during synchronous classes and office hours. If you do not have a Zoom account, you can create one here: <https://zoom.us/signup>. Note: creating a Zoom account requires that you provide a first name, last name, and email address to Zoom. For privacy purposes, you may consent to using your existing email address and your real name. Alternatively, if you prefer, you may sign up using an alternative email address and an anonymized name that does not identify you (i.e. Jane Doe, [jane.doe@email.com](mailto:jane.doe@email.com)). If you have trouble creating an account, or accessing a Zoom session, please contact [CLCHelp@sauder.ubc.ca](mailto:CLCHelp@sauder.ubc.ca). You will be required to provide the email address associated with your Zoom account in a Canvas quiz for identification purposes.

To help replicate the classroom experience, make sessions more dynamic and hold each person accountable, both students and instructors are required to have their cameras on during Zoom sessions. Students who require an accommodation with regard to the “camera on” requirement must contact their instructors in advance of the first class to discuss options. As professional graduate students, students are expected to conduct themselves professionally by joining sessions on time, muting mics when not speaking, refraining from using any other technology when in-session, attending in business casual dress (at a minimum), and participating from a quiet environment. Content from synchronous sessions will be selectively recorded per instructor discretion and made available to students on Canvas for a maximum duration of the course length. This is done to allow students the opportunity to return to lecture content to solidify learnings.

**COURSE SCHEDULE**

(Subject to change with class consultation)

Class	Synchronous Or Asynchronous	Date	Topic	Readings or Activities	Assessments due
1	Synchronous	Nov 20	Strengths and Self-awareness	Reading: Strengths Values Motivators Toolkit	<b>StrengthsFinder 2.0 Assessment Results</b> Due Nov 20 <sup>th</sup> in class
2	Synchronous	Nov 27	Art of Relationship Building & EQ	Reading: Networking & Informational Interview Toolkit,	<b>StrengthsFinder Reflection:</b>

				Career Mindset Toolkit	Due Nov 27 <sup>th</sup> on Canvas
3	Synchronous	Jan 15	Communication and Presentation Skills		<b>Complete 1:1 Career Development Intake Meeting</b> by Jan 15 <sup>th</sup> (Book on <a href="#">COOL</a> )
4	Synchronous	Jan 22	Job Search Strategies	Reading: LinkedIn & Online Presence	<b>Informational Interviews Reflection:</b> Due Jan 22 on Canvas <b>EQ Assignment:</b> Due Feb 26 <sup>th</sup> on Canvas
5	Synchronous	Mar 19	Exploring Industries & Career Trends	Reading: Career Research Toolkit	
6	Synchronous	Mar 26	Resume & Cover Letter	Reading: SMART Career Goals Toolkit	<b>Application Assignment:</b> Due Apr 23 on Canvas
7	Synchronous	Apr 30	Rock Your Interview	Reading: Interview Skills Toolkit	<b>Mock Interview:</b> Complete by May 21
8	Synchronous	May 7	Career Action Plan Presentations	Reading: Resume Toolkit, Cover Letter Toolkit	<b>Career Action Plan Presentation</b> All students present today in class
9	Synchronous	Jun 18	Salary Negotiations	Reading: Navigating the Offer Toolkit	
10	Synchronous	Jun 25	Managing Career Transition		

*The Specialty Masters Careers team may be offering additional BCC programming throughout your time in the MBAN program. Please regularly check the [Canvas course site](#) and [COOL](#), and RSVP accordingly.*

*Additional workshops on specific career related topics may be offered, please check COOL consistently for more details, including Company Information Sessions.*

**NETWORKING EVENTS (TBD: in person or online):**

**MBAN Alumni Mixer** (Date TBD)

**Employer Networking Event** (date TBD)



**\*\*Attendance to Networking Events is highly encouraged but not mandatory\*\***