

COURSE INFORMATION

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|------------------------|-----------------------------|-----------------|-----------------------------|
| Course title: | Career Development | Credits: | 1.5 |
| Course code: | BA 520 | Class location: | See course schedule (pg. 6) |
| Session, term, period: | 2021W, P1-P5 | Class times: | See course schedule (pg. 6) |
| Section(s): | BA1 | Pre-requisites: | None |
| Course duration: | Sep 7, 2021 to May 27, 2022 | Co-requisites: | None |
| Division: | Business Career Centre | | |
| Program: | MBAN | | |

INSTRUCTOR INFORMATION

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|-------------|---------------------------------------|------------------|--|
| Instructor: | Jesse Grimaldi, Manager, BCom Careers | Office location: | HA 155 |
| Phone: | 604-822-7965 | Office hours: | By appointment only COOL |
| Email: | jesse.grimaldi@sauder.ubc.ca | | |

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 four main components:

- **Understand Yourself:** Understanding who you are and what matters to you will help you feel confident in your decisions as you navigate your unique career journey.
- **Tell Your Story:** Learning how to communicate who you are and your discovered career interests will help you build confidence and make meaningful connections with others.
- **Explore Career Opportunities:** Gain clarity on your career interests by increasing your market knowledge, building your network and identifying the skills, experiences, and attributes for different professions.
- **Learn Through Experience:** Through different experiences you'll develop work-related skills, build important relationships, and gain clarity on how you want to contribute to the world of work

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: September 17th at 4:59pm PST**
Complete the StrengthsFinder assessment, review results, and use PDF summary in class.
- **StrengthsFinder Reflection | Due: September 24th 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.
- **Informational Interviews Reflection | Due November 26th at 4:59pm PST on [Canvas](#)**
You will participate in at least 2 informational interviews and submit a reflection about your experience.
- **Career Development Intake Meeting | Due: December 24th, 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.
- **Application Assignment | Due: January 7th 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.

- **Mock Interview | January 14 - February 4 virtual or in-person**
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.
- **Complete ECR Assessment and Book ECR Debrief | Due March 9th 4:59pm PST on [Canvas](#)**
Take the ECR Assessment online and book a debrief session with an ECR Certified Practitioner.
- **Emotional Intelligence (EQ) Assignment | Due April 22nd 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).
- **Career Action Plan Presentation | Due: April 29th 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.

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
 - Course page for all readings and assignments
- **COOL (Career Options Online):** saudercool.ca
 - Book coaching appointments, RSVP for company info sessions and networking events
- **SEAT (Sauder Employment Analytics Tool):** 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
 - 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 (case interview preparation)
- **Business in Vancouver:** biv.com (includes top listings of Vancouver companies by industry)

- **Glassdoor:** [glassdoor.ca/index.htm](https://www.glassdoor.ca/index.htm) (anonymous reviews and ratings of local companies)
- **Career Leader:** (provides actionable information that you can use to identify the career paths and work cultures that will suit you the best – contact your Career Manager for FREE student access)
- **Vault:** [access via COOL](#) (explore careers through industry guides, and a detailed career database)

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.

COVID-19 Policies for Attendance & Academic Concessions:

If a student feels unwell, they should stay home and send a courtesy email to each impacted instructor and cc their program manager. The student should also submit an [Academic Concession Request & Declaration Form](#).

If a student suspects possible Covid-19 infection, they should use the BC Ministry of Health’s [self-assessment tool](#), to help determine whether further assessment or testing for COVID-19 is recommended.

If a student is required to self-isolate (e.g., while waiting for test results), they should follow the steps above (stay home, email instructor(s) and program manager, submit an [Academic Concession Request & Declaration Form](#), and follow BC Health Guidance.

Students who are required to quarantine, should get in touch with their Program Manager to discuss the possibility of academic concessions for each impacted course. The Program Manager will work closely with your instructors to explore options for you to make up the missed learning.

COVID-19 Safety in the Classroom:

Masks: Masks are **required** for all indoor classes, as per the BC Public Health Officer orders. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. For the purposes of this order, the term “masks” refers to medical and non-medical masks that cover our noses and mouths. Masks are a primary tool to make it harder for Covid-19 to find a new host. You will need to wear a medical or non-medical mask for the duration of our class meetings, for your own protection, and the safety and comfort of everyone else in the class. You may be asked to remove your mask briefly for an ID check for an exam, but otherwise, your mask should cover your nose and mouth. Please do not eat in class. If you need to drink water/coffee/tea/etc, please keep your mask on between sips. Students who need special accommodation are asked to discuss this with the program office.

Seating in class: To reduce the risk of Covid transmission, please sit in a consistent area of the classroom each day. This will minimize your contacts and will still allow for the pedagogical methods planned for this class to help your learning.

Visit the following website for the most recent updates regarding Covid-19 protocol on campus: <https://students.ubc.ca/campus-life/returning-to-campus>

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

In-Person Regulations

Devices such as laptops, tablets, and cell phones are not permitted to be used in class unless directed by the instructor for in-class activities. Students who do not follow the School's policy in this regard may be required to leave the room for the remainder of the class, so that they do not distract others. Research shows that students' use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them.

On-Line Lecture Regulations

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 x̣ẉməθḳẉəỵəm (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 might be taught using Zoom for synchronous classes and office hours.

For this course, you might be 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). If you have trouble creating an account, or accessing a Zoom session, please contact 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 | Location | Date/Time | Topic | Readings or Activities | Assessments due |
|-------|---------------|-----------------------------|---|---|---|
| 1 | HA 133 | Sep 17 10:00am – 12:00pm | Strengths and Self-awareness (Guest Speaker: TBD) | Reading: Strengths Values Motivators Toolkit | StrengthsFinder 2.0 Assessment Results Due Sep 17 th in class |
| 2 | HA 133 | Sep 24 1:00pm – 3:00pm | Art of Relationship Building (Guest Speaker: Martina Valkovicova) | Reading: Networking & Informational Interview Toolkit | StrengthsFinder Reflection: Due Sep 24 th on Canvas |
| 3 | HA 337 | Nov 5 10:00am – 12:00pm | Resumes & Cover Letters | Readings: Resume Toolkit & Cover Letter Toolkit | |
| 4 | Online - Zoom | Nov 19 10:00am – 12:00pm | Exploring Industries & Career Trends (Guest Speakers: Business Development Team) | Reading: Career Research Toolkit | Informational Interviews Reflection: Due Nov 26 on Canvas Complete 1:1 Career Development Intake Meeting by Dec 24 th (Book on COOL) |
| 5 | Online - Zoom | Jan 14 10:00am – 12:00pm | Rock Your Interview (Guest Speaker: The LinkedIn Guys) | Reading: Interview Skills Toolkit | Application Assignment: Due Jan 7 th on Canvas |
| 6 | HA 132 | Jan 21 10:00am – 12:00pm | Job Search Strategies Rock Your Interview | Reading: LinkedIn & Online Presence | Mock Interview: Jan 14 – Feb 4 |
| 7 | HA 132 | Mar 4 10:00am – 12:00pm | Emotional Intelligence | Reading: Career Mindset Toolkit | Complete ECR Assessment and Book Debrief March 9 th ECR Debriefs Mar 14 – April 1 |

COURSE SCHEDULE (CONT'D)

(Subject to change with class consultation)

| Class | Location | Date/Time | Topic | Readings or Activities | Assessments due |
|-------|----------|-----------------------------|---|--|---|
| 8 | HA 132 | Mar 18 10:00am – 12:00pm | Salary Negotiations (Guest Speaker: Emilie Mclver) | Reading: Navigating the Offer Toolkit Case Prep (TBD) | EQ Assignment: Due April 22 nd on Canvas |
| 9 | HA 133 | Apr 29 10:00am – 12:00pm | Career Action Plan Presentations | Reading: SMART Career Goals Toolkit | Career Action Plan Presentation All students present today in class |
| 10 | HA 133 | May 6 10:00am – 12:00pm | Career Transition & Internship Preparation (Guest Speakers: Alumni Career Services & MBAN Alumni Panel) | | |

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 (TBD - October 2021)

Employer Networking Event (TBD - February 2022)

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