

### **I. General Information**

- Course number: GBA 670
- Title: Professional Development: Career Management
- Units: 1
- Prerequisites: CBA Graduate Standing
- Course Coordinator / SCO Prepared by Alaine Weiss and Dr. Vicki Scherwin
- Date prepared: August, 2014

### **II. Catalog Description**

This professional development course is designed to support students in their near and long-term career planning through self-assessment, reflection, career research, engagement with established professionals in the student's chosen field and preparation for job search and life-long career resilience. (Credit / No Credit)

### **III. Curriculum Justification**

Understanding of self and the world of work is critical to achieving life-long career success and satisfaction. Graduate business students frequently need to develop greater focus and specificity in their career goals and a thorough understanding of career possibilities and career progression in their chosen field.

- Increased self-awareness in terms of career-relevant interests, skills, and values serve to validate career choice or suggest careers likely to be a good fit.
- Enhanced personal insight and increased understanding of their targeted profession lay the foundation for individuals to successfully launch and manage their careers.
- Information and training in such essential skills as resume writing, creating a professional social media presence, interviewing, and networking are necessary to conduct a successful job search.

Further, as individuals gain insight on the role their own interests, skills, and values play in their career, they will be better able to select talent for their organizations and support the career aspirations of those they mentor and manage.

#### IV. Course Objectives:

The purpose of this course is to assist and support students in developing concrete career goals, developing a career plan, and preparing for a professional job search or continuing to advance their careers with their current employers.

As a result of participation in this course, students will:

- Clarify a professional field of interest, identify a long-term career goal, career entry points or potential opportunities for career growth
- Gain insights to their strengths and the distinct value they bring to an employer
- Develop a job search strategy and personal marketing collateral
- Increase networking and interviewing skills

These learning outcomes correspond to the following CBA learning goal:

***Interpersonal, Leadership & Team Skills:*** Students will be able to demonstrate interpersonal and leadership skills for working in a dynamic and diverse world, both independently and in a team environment.

Students will be able to identify the role their own interests, skills, and values play in their personal career development and the role of career development in building effective organizations.

#### V. Outline of Subject Matter:

This is a listing of the topics that must be covered in this course. It does not preclude other topics that are relevant to career development or the professional job search. Relevant readings, assessments, and in-class exercises and outside assignments will provide the course content. These topics build on each other and processing time is required between class meetings.

Topics	
1	<b>Career Fit:</b> Role of interests, values, and skills in choosing career direction
2	<b>Career planning:</b> Identifying near and long-term career goals, entry-points and pathways; personal branding
3	<b>Job Search:</b> Employer talent acquisition practices, career and job search strategies and tactics (resumes, social media profiles, etc.)
4	<b>Networking &amp; Interviewing:</b> Interpersonal communication in exploring and pursuing professional opportunities

5	<b>Evaluating &amp; negotiating job offers:</b> Components of a job offer in terms of role, responsibility, compensation and benefits; researching competitive compensation practices; basics of negotiating a job offer
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## VI. Methods of Instruction

Instructors should use appropriate instruction methods that are consistent with the graduate level of instruction and the course description stated in Section II, and serve the course objectives listed in Section IV of this SCO. GBA 670 may be taught in different formats, depending on the MBA cohort or program, provided that the course meets 15 hours. Possible configurations include:

<b>Program</b>	<b>Class meeting pattern</b>
AMBA	Five 3-hour class meetings, bi-weekly on Fridays, over the 2 <sup>nd</sup> 10 week quarter
Evening MBA	Five 3-hour class meetings, over each 16-week semester as an evening class
Saturday MBA	Three Friday evenings and six Saturday lunch sessions over the 2 <sup>nd</sup> quarter

GBA 670 stresses active learning that includes, but is not limited to:

- Participation in in-class exercises that involve group work
- Readings
- Individual assessments
- Written self-reflection assignments
- The output from this effort will be a Career Development Plan, including personal marketing collateral that each student will complete by the conclusion of the course.

Given that the nature of this class is personal professional development, instructional methods for the course may differ from traditional classes and are likely to include:

- Lecture / example / discussion
- Self-assessment and reflection
- Individual and team activities
- Guest speakers

The essential nature of this class means that personal issues will often arise. Although no one will be asked to reveal personal data unless they so desire, the course deals in the personal as well as the professional. Class members will be asked to treat the personal issues and data with respect and understanding, and to hold such information in confidence.

The readings for this course should be chosen in accordance with the University Policy on textbooks. Instructors should use appropriate readings, cases and / or text books that are consistent with the graduate level of instruction and the course description stated in Section II, and serves the course objectives listed in Section IV of this SCO. Given the nature of the material covered, a custom course pack may be appropriate.

Instructors in planning the grading procedures should adhere to the relevant University Policy on “Grades, Grading Procedures, and Final Assessments, Final Course.”

## **VII. Instructional Policies**

- a) Instructional policies should be consistent with the course description stated in Section II, and should serve the course objectives listed in section IV of this SCO.
- b) Instructors may specify their own policies with regard to plagiarism, withdrawal, absences, etc., as long as these policies are consistent with the University policies published in the CSULB Catalog. It is expected that every course will follow University policies on Final Course Grades, Grading Procedures, and Final Assessments (PS 05-07), Attendance (PS 01-01), Course Syllabi (PS 11-07), Final Course Grades, Grading Procedures, and Final Assessments (PS 05-07), and Withdrawals (PS 02-02 rev). If some or all sections of the course are to be taught, in part or entirely, by distance learning in the future, the course must follow the provisions of PS 03-11, Academic Technology and the Mode of Instruction.
- c) All sections of the course will have a syllabus that includes the information required by the syllabus policy adopted by the Academic Senate. Instructors will include information on how students may make up work for excused absences. When class participation is a required part of the course, syllabi will include information on how participation is assessed.
- d) It is expected that all students attend classes regularly and be responsible for all materials covered in class, regardless of their attendance. The students are expected to comply with the universally accepted norms of considerate and courteous behavior. Make up exams are strongly discouraged and will only be given with documented proof of an excused absence. Acceptability of the excuse will be determined based on the appropriateness of documentation. The student should give earliest possible notification of an anticipated excused absence, and can refer to the specific university policy on these issues.
- e) Occasionally adjustments in the course assignments become necessary. The students should be notified in advance about changes. Whenever possible, they should be consulted in advance about any changes.
- f) Students with Disabilities: Students with disabilities are responsible for notifying their instructor as early as possible of their needs for an accommodation of a verified disability. A student with a disability is urged to consult with Disabled Student Services as soon as possible in order to identify possible accommodations to enhance academic success.