

Graduate Studies

MGT 600 Career Strategies



Fall 2016

FACULTY INFORMATION:

Instructor: Carol Switzer
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Office Hours: By appointment
Class Location: Kaletsch Campus MSIM Classroom
Class Sessions: Tuesdays 9:00. See Class Schedule below

COURSE DESCRIPTION: An essential part of the graduate studies experience is to apply leadership and management skills to planning and carrying out the practical experience. In the Career Strategies course students reflect upon their competencies, goals, and preferences; clarify their career objectives; and then form a professional image. Ultimately, students take personal responsibility for finding their own practical experience and this course ensures they have the necessary tools to do so. Emphasis is placed on effectively communicating strengths and skills through professional documents (CV and Cover letter), using social media to enhance networking, honing research strategies, and practicing business acumen when interacting with experienced professionals.

This course conforms to the Graduate Studies Academic Policies as outlined in **Appendix A** below.

LEARNING OUTCOMES: Students who successfully pass this course will be able to demonstrate that they are able to:

- Use critical thinking, adaptability and flexibility
 - Assess personal skills, values and beliefs
 - Filter personal traits with regard to career options
- Be an effective communicator
 - Create documents that reflect one's professional image
 - Employ best practices with email including etiquette, timing and content
- Demonstrate commitment to excellence
 - Ensure that all career related materials are of highest quality
 - Take personal responsibility for defining your own practical experience
- Incorporate business acumen and leadership skills when networking and researching practical experience opportunities
- Give and receive feedback

REQUIRED TEXTS and TECHNOLOGY: Course reading materials are indicated with assignments and can be found on Moodle.

ASSESSMENT METHODS: Your performance in this course and the degree to which you fulfill the expected learning outcomes is based on the following:

| | |
|----------------------|-----|
| Class participation | 20% |
| Assignments | 40% |
| Project Presentation | 20% |
| Professional Skills | 20% |

CLASS PARTICIPATION (20%): Class participation is important to the cohort model and in this course. You are expected to attend all classes and to be prepared to contribute actively to the discussion. For specific evaluation criteria, see **Appendix B** below.

ASSIGNMENTS (40%): Each assignment is graded; detailed instructions for preparing each assignment and relevant deadlines can be found on Moodle. See the class schedule below for assignment due dates. Please check moodle regularly for any changes to the schedule.

PROJECT PRESENTATION (20%): Each student presents their proposal for a project that meets the requirements of MGT602 Practical Experience. The project defined for this assignment may be used in the spring and summer as the student's practical experience component for the program. Students may also opt to define a different project, or consultancy, or to obtain an internship. The Proposal includes a description of the practical experience, a list of the student's personal and professional goals and how this experience will meet these goals, and a detailed description of the deliverables, including the format, approximate number of pages, and timeline. The proposal is turned in as an assignment prior to the presentation, and then presented in class.

PROFESSIONAL SKILLS (20%): Throughout the course, students will be evaluated on their professional conduct. Professional skills are the soft skills you use when applying your other skills. As such, professional skills are part of every aspect of your work as a student, an intern, a consultant, an employee or the owner of a company. These skills often come to you through job experience and they have to be honed; they can often make the difference in a competitive job selection. For specific evaluation criteria, see **Appendix C** below. Leadership skills are used throughout the program and can be found in **Appendix D**.

CLASS ASSIGNMENT SCHEDULE (Tentative)

| Career Strategies | | | | |
|--|-------------------|---|---------------------------------|-----------|
| Date | Time | Topic | Assignment | Due |
| | | | A0: Professional Bio | 29-Jul-16 |
| 02-Sep-16 | 9:00-12:30 | Overview of Career Strategy & Practical Experience Courses | A1: Focus | 02-Sep-16 |
| | | In class work: Find your Focus and Build your Dossier | A2: Build your dossier | in class |
| | | | A3: CV Draft | 09-Sep-16 |
| Part 1: Professional Documents | | | | |
| 06-Sep-16 | 9:00-11:30 | Resumania with Ann Gardiner | | |
| 07-Sep-16 | 11:00-12:00 | What Can Career Services Do For You with Ebonie Rayford | | |
| | | Individual Work Sessions - Business Language & Final CV | A4: CV Final | 16-Sep-16 |
| 20-Sep-16 | 9:00-11:30 | CV Formats, US & Euro | A5: CV Europass | 23-Sep-16 |
| 27-Sep-16 | 9:00-11:30 | Social Media/LinkedIn + Personal Branding | A6: Social Media | 30-Sep-16 |
| 04-Oct-16 | 9:00-11:30 | 60 second pitch | A7: Pitch | 04-Oct-16 |
| Part 2: Networking and Research | | | | |
| 11-Oct-16 | 9:00-11:30 | Networking | A8: Mock Interviews | 11-Nov-16 |
| 18-Oct-16 | 9:00-11:30 | GoinGlobal with Ebonie Rayford | | |
| 25-Oct-16 | no class meetings | | | |
| 01-Nov-16 | no class meetings | | | |
| 10-Nov-16 | 18:00-24:00 | Notte Bianca: http://www.careerservice.usi.ch/en/studenti/notte-bianca-delle-carriere.htm | | |
| 16-Nov-16 | 11:00-12:00 | Cover Letters II: Responding to an Advertisement with Ann Gardiner | A9: Cover letter | 18-Nov-16 |
| 22-Nov-16 | 9:00-11:30 | Research | A10: Research! | 25-Nov-16 |
| 29-Nov-16 | 9:00-11:30 | Overview of MGT 601 Practical Experience: Identify | A11: Practical Exp Proposal | 02-Dec-16 |
| 06-Dec-16 | 9:00-11:30 | Presentations: Work Exp Proposal | A12: Practical Exp Presentation | 06-Dec-16 |

APPENDIX A: Graduate Studies Academic Policies 2016-17

GRADING POLICY: Your final grades are computed based on the total points you earn as a percentage of the total points possible. The equivalencies for a given letter grade, and its percentage range are as follows:

| Letter Grade | Percentage range | Grade Point |
|--------------|------------------|-------------|
| A | 94% - 100% | 4.0 |
| A- | 90% - 93% | 3.7 |
| B+ | 87% - 89% | 3.3 |
| B | 84% - 86% | 3.0 |
| B- | 80% - 83% | 2.7 |
| C+ | 77% - 79% | 2.3 |
| C | 74% - 76% | 2.0 |
| Fail | Below 73% | 1.7 |

The criteria for numeric grades set forth in the Franklin University Catalog are as follows:

- A: Outstanding. The student displayed exceptional grasp of the material, frequently with evidence of intellectual insight and original thought.
- B: Excellent. Work demonstrated a thorough grasp of the material with occasional errors and omissions. Assignments were thoroughly and completely done, with careful attention to detail and clarity and with evidence of intellectual insight.
- B- or C: Acceptable. The quality of work was acceptable, meeting minimal course standards, but was not exceptional. Performance on examinations and other assignments was satisfactory and demonstrated that the student was keeping up with the material and attending to detail.
- C- or lower: Unacceptable for graduate credit.

Graduate students do not receive credit for a course with a grade of C- or below. A cumulative grade point average below B is not sufficient for good standing in graduate programs.

ATTENDANCE POLICY: You are expected to attend all classes. Continued absences affects your grade and missing more than **20%** of the total number of class meeting hours results in an automatic grade of F. If you are seriously ill and require hospitalization you must notify the professor and the Program Director as soon as possible so that there can be a discussion about how to make up any missed work. If you know that you will not be in class on the date when a written assignment is due you must let the instructor know in advance. Otherwise, late papers are accepted only with documented evidence of a serious and last minute medical problem.

RESPECTING OTHERS: Franklin has a strict tardiness policy: arriving late or leaving early is disruptive and disrespectful of others in the class. Being late or leaving early negatively affects your grade. The time missed is included in the overall calculation of attendance as 20% of the course. For example, in a two credit course that meets for 30 hours you cannot miss more than 6 hours of the course. If you come in ½ hour late then you have missed .5 hours of the course.

Policy for Late Submissions: Assignments are due by 6 p.m. on the day they are due whether or not you attend class. It is your responsibility to keep track of deadlines and due dates. An assignment submitted after the deadline is considered late. No exceptions.

Class Work: Assignments (written or oral) must be completed at the assigned time. There is no make-up work for class assignments, exercises, and homework. No exceptions.

Graduate Studies adheres to the Franklin University policy whereby food and drink are not permitted in the classroom unless specifically sanctioned by the Instructor.

ELECTRONIC DEVICES IN THE CLASSROOM: Using cell phones, tablets or other mobile communication devices is disruptive, and is therefore prohibited during class. Computer use during class is allowed only when directly requested by the instructor. Students in violation of this policy are asked to leave for the remainder of the class period and be marked absent.

SOFTWARE APPLICATIONS: The following software applications are required for this course:

- Outlook web application for email. Students must have an active @fus.edu email account. All course-related communication via moodle and with your instructor uses this email.

- You can access your @fus.edu email from any computer from this web address:
<https://maildb.fc.edu/owa/auth/logon.aspx?url=https://maildb.fc.edu/owa/&reason=0>
- Moodle (<http://moodle.fus.edu/course/index.php?categoryid=80>) is the Learning Management System for class discussions, announcements, posting of assignments and course materials. You can access Moodle through my.franklin.edu using your Franklin ID login and password.
- MS Office software for assignments and course materials: Word, Excel and PowerPoint.

CORRESPONDENCE AND ACCESS TO COURSE INFORMATION: All course information including assignments, syllabi and correspondence are available via Moodle. In addition, you must have an active @fus.edu email account. All course-related communication, correspondence with your instructor, and course announcements via moodle use this email. It is your responsibility to frequently check both Moodle and their @fus.edu email for changes, additions or general information about coursework.

ON CHEATING AND PLAGIARISM: We are all here to share knowledge – our own, that of our colleagues and professors, and that which we gain from other scholars, past and present. It is incumbent upon us all to recognize the sources of our information, whether it is in class discussion or in written work. By the same token, exams are designed to provide feedback to you and your instructors as to the degree of success achieved in the exchange of information. Failure to acknowledge sources, and the use of unauthorized information sources during exams, are both contradictory to the ideals of the Franklin University and Swiss communities. Any deemed plagiarism or attempted deception on exams is cause for Disciplinary Probation or even removal from the MSIM program.

Instructors establish guidelines for their examinations. It is within the prerogative of the instructor to take a student's paper during an exam and to ask that student to take an oral exam, or another exam, at the instructor's choice. A student found cheating on an exam may be given an "F" for the examination and, if it is a final examination, will fail the course.

A student whose paper or assignment has clearly been plagiarized may be given an "F" for that paper. Notification of cheating or plagiarism is sent to the Director of Graduate Studies. Cases of academic dishonesty may be handled by the instructor in whose course the violation occurred if the matter is a result of student ignorance or is a first offense.

A second offense in that, or any other course, may result in dismissal from the program.

GRADUATION AND COMMENCEMENT: Franklin University Switzerland confers the Master of Science degree in August. Graduate students who have completed all MS degree requirements, except for the Practical Experience, may participate in the commencement ceremony held in May. Once a student has successfully completed the Practical Experience requirement, the student officially graduates and receives the Master's diploma on August 31, 2017.

GRADUATION DEFERMENT

In the event that a student is not able to complete their Practical Experience requirement before the August deadline for graduation, the following procedure will be followed:

- Student will submit for approval a request for deferment.
- The request must be approved by the Director of Graduate Studies.
- If approved, the student must pay a fee of 1500 CHF by 15 June.
- If approved, the final date for completion will be the December deadline for Graduation.
- If the student does not complete the requirement by the December deadline, he/she will not be awarded the MSIM degree.

GRADUATION WITH DISTINCTION: If a student earns a GPA of 3.6 or higher, the student will graduate with honors. This is indicated on the transcript as "With Distinction."

APPENDIX B: Participation Evaluation Criteria

Your participation will be evaluated on the basis of the quality and quantity of participation as well as your attendance and preparation. You are expected to attend all academic class sessions and program activities and to be prepared and actively participate in class discussions and exercises, seminars, workshops, and coaching sessions.

What constitutes participation?

1. Those who are well prepared and follow the discussion in their heads without making any comments are not distinguishable from those who are unprepared and inattentive, and therefore, cannot expect a better participation grade.
2. This program is experiential in nature and therefore active participation goes beyond discussion. Active participation means that you are prepared and engaged.
3. Class participation is very important in this program because it allows you to share and exchange ideas with others. This stimulates and enhances the learning process. However, the quality of your comments is more important than the frequency.
4. You need to make every effort to contribute in a thoughtful and meaningful manner.

Participation is assessed on a scale of 0 to 4 as to what extent you demonstrate the skills listed below:

| | | |
|---|---------------------|---|
| 0 | Little or No Extent | rarely, less than 20% of the time |
| 1 | Some Extent | occasionally, about a third of the time |
| 2 | Moderate Extent | about half the time |
| 3 | Good Extent | about two thirds of the time |
| 4 | Great Extent | above 80% of the time |

- Understands course concepts
- Is prepared
- Participates actively and frequently
- Is reliable and punctual
- Collaborates and cooperates effectively with teams
- Shares insightful and meaningful comments
- Listens attentively to classmates and instructor
- Contributes to class learning
- Takes on a leadership role

APPENDIX C: Professional Skills Evaluation Criteria

Professional skills are the complementary skills that support your ability to successfully apply your domain or specialist skills. As a new graduate, these skills can help you gain access to job opportunities. Once employed, your professional skills can propel you into the environment you seek even if you have little work experience. They are part of every interaction you have with your colleagues. During your time at Franklin, you use professional skills in aspects of your coursework, interacting with university administration, professors and peers.

Professional skills are assessed on a scale of 0 to 4 as to what extent you demonstrate the skills listed below:

| | | |
|---|---------------------|---|
| 0 | Little or No Extent | rarely, less than 20% of the time |
| 1 | Some Extent | occasionally, about a third of the time |
| 2 | Moderate Extent | about half the time |
| 3 | Good Extent | about two thirds of the time |
| 4 | Great Extent | above 80% of the time |

- Listens carefully to decipher meaning, including knowledge, values, attitudes, and intentions of the speakers
- Articulates thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of contexts
- Demonstrates ability to acquire and use knowledge and expertise to achieve team goals.
- Evaluates information critically and competently; appropriately questions the source and validity of public information
- Is competent in using technology as a tool to research, organize, evaluate, and communicate information
- Demonstrates initiative to advance self and team member competencies to a masterful level
- Sets clear goals with tangible success criteria and timeframes
- Acts so as to achieve goals involving appropriate stakeholders
- Uses time efficiently and manages workload effectively
- Participates actively, being both reliable and punctual
- Conducts self in a respectful, authentic professional manner
- Effectively uses business protocols and concepts across cultures
- Maintains a positive and enthusiastic attitude
- Holds self and team members accountable for results
- Defines, prioritizes, and completes tasks without direct oversight

APPENDIX D: Leadership Skills Evaluation Criteria

Leadership skills are formally evaluated in the Leadership in Action Seminar. However, successful students will apply these skills in all aspects of the program and in daily life.

Leaders are assessed and evaluated continuously: political leaders by voter polls, corporate leaders by share price, and non-profit organizations by social wellbeing indices. Leaders have a broad impact and therefore the evaluation of your leadership skills is also broad. You will be evaluated on your leadership skills based on self-assessment and peer-assessment as well as by the instructors with whom you interact.

Each assessor will evaluate your leadership skills on a scale of 0 to 4 as to what extent you demonstrate the skills listed below:

| | | |
|---|---------------------|---|
| 0 | Little or No Extent | rarely, less than 20% of the time |
| 1 | Some Extent | occasionally, about a third of the time |
| 2 | Moderate Extent | about half the time |
| 3 | Good Extent | about two thirds of the time |
| 4 | Great Extent | above 80% of the time |

Leadership and Responsibility

Cultural Intelligence

- Readily changes or is changed to positively affect results in a diverse group
- Suspends judgment: thinks before acting
- Determines cultural differences and adapts behavior accordingly
- Is attuned to the values, beliefs and body language of people from different cultures and uses this knowledge to interact with empathy and understanding
- Takes the initiative to learn about different cultures
- Responds open-mindedly to different ideas and values

Collaborative Mindset

- Personally connects with others on an honest human level, building commitment to maximize positive impact
- Demonstrates ability to work effectively and respectfully with diverse teams
- Leverages the strengths of others to accomplish a common goal
- Inspires others to reach their very best via example and selflessness

Innovative Approach

- Changes his or her mindset, takes risks, challenges assumptions and embraces ambiguity
- Takes an unconventional and ingenious approach to problem-solving; sees new ways of doing things; breaks the mold

Emotional Intelligence

- Is capable of self-regulation, self-awareness, internal motivation, empathy and social skills
- Knows personal values, strengths and weaknesses and is in touch with feelings
- Deals positively with praise, setbacks and criticism

Self Reflection

- Is committed to exercising introspection about personal values, beliefs, styles of communication, successes and failures to become more effective in all areas of life
- Takes time for contemplative practice

Personal Responsibility

- Is accountable for what he or she thinks, says and does
- Works on one's own character and skills development
- Is self-motivated
- Designs a life that honors individual values and purposes
- Demonstrates commitment to learning as a lifelong process

Effective Communication

- Uses interpersonal and problem-solving skills to influence and guide others toward a goal
- Knows how to be an engaged listener and when to be an engaging speaker; sees communication as a two-way process
- Creates a desired effect using verbal and non-verbal communication
- Understands the emotions and intentions underlying the information conveyed

Critical Thinking

- Actively and skillfully conceptualizes, applies, analyzes, synthesizes, and evaluates information to reach an answer or conclusion
- Is open to new ideas and perspectives and willing to challenge personal beliefs and investigate competing evidence
- Uses evidence to make clear, rational and open-minded decisions; avoids value judgments

Creative Thinking

- Generates new ideas within or across domains of knowledge drawing upon, or intentionally breaking with, established symbolic rules and procedures
- Draws upon preparation, incubation, insight, evaluation, elaboration and communication to add value

Ethical Decision Making

- Identifies a dilemma and relevant issues, codes and laws that are involved
- Consults with advisors and experts to make the best possible decisions
- Acts with integrity and respect, gaining trust of others
- Understands that actions create certain consequences
- Demonstrates integrity and ethical behavior in using influence and power
- Acts responsibly with the interests of the larger community in mind

Conflict Resolution

- Chooses and successfully implements the best strategy to ensure the desired outcome
- Settles disputes by providing for the needs of each side and adequately addressing their interests so they are satisfied with the outcome

Capacity for Uncertainty

- Works effectively in a climate of ambiguity and changing priorities
- Redefines problems and recreates solutions with little information or precedence
- Is willing to participate in new endeavors and take risks when there is no prescribed way of doing things

Adaptability

- Consciously considers all angles of a new or unforeseen situation to carefully adapt to shifting circumstances
- Is willing to get out of personal comfort zone and reinvent self, if need be

Flexibility

- Can withstand stress
- Demonstrates willingness to change or compromise
- Can react constructively when unexpected situations arise

Strategic Thinking

- Develops a clearly defined vision, sets objectives supported by specific action plans
- Balances short-term and long-term goals
- Reflects critically on past experiences in order to inform future progress
- Gives honest and open information for the purpose of creating multiple paths for raising and testing ideas
- Takes feedback seriously, learning from both failures and successes
- Challenges conventional wisdom and welcomes novel approaches offered by team or competitor
- Anticipates opportunities and threats by monitoring external environment