

COURSE CODE: BUS 210
COURSE TITLE: Career Development
SEMESTER: Fall 2005
PLACE/TIME: Mon. & Thurs., 9:15-10:35, Rm 204
PROFESSOR: Bruce Sabin

e-mail: bruce@brucesabin.com
phone: 863.638.2988
office: Academic Affairs

WEBSITES: www.brucesabin.com www.webbercareers.com

REQUIRED: Stutely, R. (2002). *The Definitive Business Plan: The Fast Track to Intelligent Business Planning for Executives and Entrepreneurs, 2nd Ed.* London: Financial Times Prentice Hall.

HELPFUL SITES: www.careerjournal.com www.bartleby.com/141/
www.bplans.com startup.wsj.com
www.business.gov www.youngmoney.com



*Self-actualizing people are, without one single exception,
involved in a cause outside their own skin, in something outside of themselves.
They are devoted, working at something, something which is very precious to them—
some calling or vocation in the old sense, the priestly sense.
~ Abraham Maslow*

*Keep in mind that neither success nor failure is ever final.
~ Roger Babson*

WEBBER INTERNATIONAL UNIVERSITY MISSION STATEMENT:

Webber International University educates students in preparation for careers in the worldwide business environment. Emphasis is placed on the development of skills in administration and strategic planning, oral and written communication, applied modern business practices, personal growth, entrepreneurship and professional development. The University offers educational programs at the associate, bachelor and master levels exclusively in areas of business.

CATALOG DESCRIPTION:

The course will provide the framework for the career decision making process. It stresses the connection between the student's chosen academic field and career objective. Among techniques employed include resume writing, interview skill development and internet research.

COURSE OBJECTIVES:

Education, in general, should seek to achieve three primary goals. Education should lead students toward and provide resources for:

1. self-actualization, so that students become more developed individuals.
2. productive citizenship, so that students positively impact their communities.
3. critical thinking, so that students can make better life decisions.

This course is designed to achieve educational goals within the framework of career development issues. Successful students will:

1. produce clear, measurable and practical personal and career goals.
2. identify some personal interests, skills and values, and relate those to his or her career goals.
3. express an understanding of socioeconomic aspects of career development.
4. describe and explore career paths and options.
5. employ techniques for job-search activities, such as developing resumes and interviewing.

DISCRIMINATION POLICY:

Academic grades, as measurements, are designed to discriminate according to criteria. Therefore, grades will reflect the degree to which the student's work met the criteria included in assignment rubrics. Good work will receive good grades and poor work will receive poor grades. Grades will not be awarded based upon the student's race, age, religion, nationality or similarly capricious cause.

ERUDITIO ET INTEGRITAS:

Webber's motto, *eruditio et integritas*, may be translated as *scholarship and integrity*. As a university—a society of learners—Webber depends upon the scholarship of its faculty and students. We continually work to develop knowledge. Trust is a foundation for all societies, and is absolutely essential in scholarly communities. Because scholars share knowledge, we must have confidence in each other. Acts that damage academic trust, such as cheating on tests or plagiarizing papers, damage the ability of scholars to share and build upon knowledge, thereby threatening the university itself. Both scholarship and integrity are critical standards and must be fervently defended by all members of the university.

GRADING SCALE:

A	90.0% - 100%
B	80.0% - 89.9%
C	70.0% - 79.9%
D	60.0% - 69.9%
F	00.0% - 59.9%

Grades are rounded to the nearest tenth. An upward curve may apply to final grades.

BUS 210: Career Development is a graduation requirement. The minimum passing grade is D.

ASSIGNMENTS AND COURSE RUBRIC:

Personal Assessment Project	10%	Class Participation	10%
Financial Analysis Project	10%	Career Day Report	5%
Market Analysis Project	10%	Site-Visit	5%
Management Project	10%	Book Review	5%
Resume and Cover Letter	10%	Business Plan / Portfolio	25%

ATTENDANCE POLICY:

Each unexcused absence will result in a 3% reduction in the final grade. In case of extracurricular activities conflicting with class, the student must personally email the professor about the situation prior to the day of the absence. In case of illness, the professor should be notified as soon as possible. Absences will only be excused after the day of the absence if earlier notification was not possible. The student is personally responsible for determining what information was missed due to absences.

INCOMPLETE WORK:

Work completed more than five days late, without being excused, may not be accepted. Acceptance of late work may be contingent upon the completion of additional assignments. Any work not completed by the last day of regular classes will not be accepted without approval from the Dean of Student Development and/or the Dean of Academics.

PROFESSIONALISM AND PERSONAL CONDUCT:

This is a business university preparing professionals. Students are expected to act professionally. Cell phones should not ring or be used in the classroom. Students should treat others with appropriate respect.

STUDENTS WITH DISABILITIES:

In accordance with federal regulations, students with diagnosed disabilities will be provided appropriate accommodations. It is the individual student's responsibility to register his or her disability with the Dean of Student Development and inform professors at the beginning of the semester. Accommodations cannot be provided if the disability is not registered with the Dean. Informing the Dean and professors after experiencing problems is not acceptable.

EXTRA CREDIT POLICY:

Extra credit may be offered to compensate students for taking advantage of additional learning opportunities unexpectedly available during the semester. Any extra credit opportunity will be made available to all students. Extra credit will not be offered to raise low grades for individual students.

Common Professional Component	Contact Hours
Accounting	3
Marketing	9
Finance	7
Management	9
Economics	6
Business Ethics	7
Legal Environment of Business	2
Business Tools	5
International/Global Dimensions of Business	6
Integrative Experience	45
Total (estimated contact hours)	99

Note: This is a planning outline and is subject to change.

Day	Date	Topic	Assignment Due
Mon	8/29	Self-Assessment	
Thurs	9/1	Self-Assessment Read chapter 1	
Mon	9/5	No Class – Labor Day	
Thurs	9/8	MBTI Read chapter 4	
Mon	9/12	MBTI	
Thurs	9/15	Self-Assessment Read chapter 5	
Mon	9/19	Marketing	
Thurs	9/22	Marketing Read chapter 6	Self-Assessment Project
Mon	9/26	Marketing	
Thurs	9/29	Marketing Read chapters 7 and 8	
Mon	10/3	Resumes	
Thurs	10/6	Cover Letters Read chapter 9	Marketing Project
Mon	10/10	Financials	Resume and Cover Letter & Self-Evaluation
Thurs	10/13	Financials Read chapter 10	
Mon	10/17	Financials	
Thurs	10/20	Financials Read chapter 11	
Mon	10/24	Management	Financial Project
Thurs	10/27	How to Work a Career Fair Read chapter 12	
Mon	10/31	No Class for Career Day (11/1)	
Thurs	11/3	Management Read chapter 13	Site-Visit
Mon	11/7	Management	Book Review
Thurs	11/10	Management Read chapters 2 and 3	
Mon	11/14	Book Review Presentations	
Thurs	11/17	Book Review Presentations	Management Project
Mon	11/21	Putting it all Together	
Thurs	11/24	No Class – Thanksgiving	
Mon	11/28	No Class for Projects	
Thurs	12/1		Personal Plan

Reading Report

BUS 210: Career Development (Fall 2005)

Name: _____ Assignment: _____

Directions: This report must be turned in at the first class meeting of each week.

1. Please indicate how well you completed the assignment.

- ☐ I did not read the assignment.
- ☐ I skimmed or partially read the assignment.
- ☐ I read the assignment closely, but did not take notes.
- ☐ I read and took notes, but do not fully understand the text.
- ☐ I read, took notes, and believe I understand the text well.

2. What do you think is the most important idea or concept in the text?

3. What questions do you have about the text?

4. Please indicate how well you think the text contributed to the course.

- ☐ The text was essential to the course.
- ☐ The text was beneficial to the course.
- ☐ The text had some slight benefit to the course.
- ☐ The text added no value to the course.

Please feel free to make additional comments on the back.

Projects

BUS 210: Career Development (Fall 2005)

The **Self-Assessment project** will form the basis for the Introduction section of the final Personal Business Plan. You will include information about your personal mission, values, skills, interests and goals. Also, an organizational chart and brief history are required. The product description will be developed at a later time. More details will be provided in class.

The **Market Analysis project** will form the basis for the Marketing section of the final plan. This project will include analysis of the product market, including both macro and target markets, competition and promotions. The product in this sense is what you produce (for employers, etc.). More details will be provided in class.

The **Financial Plan and Budget Plan project** will form the basis for the Financials section of the final Personal Business Plan. At this point, you will need to investigate your capital requirements, financing strategies, liabilities and assets, operating costs, accounting procedures, projected ROI, income forecasts and budget plan. More details will be provided in class.

The **Management project** will form the basis for the Management section of the final plan. This project will include information on Human Resource development, a SWOT analysis, a 3-5 year plan (going through one year after college graduation), minimum operating needs, and consideration of alternative plans. More details will be provided in class.

The grading rubric for each project is as follows:

- 10 = Superb work overall. Demonstrates thoughtfulness, thoroughness, quality research and professional writing/presentation.
- 9 = Generally excellent work. Minor problems that can easily be resolved.
- 8 = Good work. Demonstrates good progress.
- 7 = Acceptable work. Meets current expectations, but needs significant work before submission for final plan.
- 6 = Minimal work demonstrated. Does not meet expectations for adequate progress.
- <6 = Creates significant concern for course success.

Site-Visit

BUS 210: Career Development (Fall 2005)

This project is intended to give you a better understanding of the nature of the career fields you are interested in entering. Visit an employment site and observe the daily routine of someone working in the field you hope to enter. You should spend at least half a day (4 hours) observing the job. This should be a new, learning experience and should allow you to broaden your professional network. Therefore, you may not shadow anyone at Webber, any family member, or any previous employer.

Be sure to plan early for this project. You will need to find a site, someone willing to allow you to observe him or her, and arrange a time convenient for both you and that person. Try to arrange a visit to a company you might want to work at one day. Find someone working in a career or position that you might like to enter.

Keep in mind that you are visiting this site as a future professional. Ensure your dress and manner demonstrates you are a professional. Be prepared for this visit, just as you would be for an interview. When you go to the site, you should already know as much as possible about the organization and the career. Making a good impression will build your network and can be a great benefit in your future.

The requirements for the project are:

1. Write a brief statement about why you chose this site/employer and person to observe.
2. What are the educational requirements for this type of position? What are the educational qualifications of the person you observed?
3. Provide an professional job description. You may use the employer's official job description, which can often be obtained through the human resources department.
4. What is the salary range for this position? Do not ask someone, "How much do you make?" Use your research skills to find salary ranges.
5. How did the person you observed get to where he or she is professionally? What career path did the person take and what has he or she learned that could benefit you?
6. Write a thank you note to the person you observed and anyone else who helped you at the site. Mail your note(s) as soon as possible after the visit. Include a copy of the note(s) when you turn in your assignment.
7. Based on what you learn from research and the site visit, write a brief plan for what you can do while you are in college to be better prepared at graduation.
8. Be sure to include the name of the person you met with, his or her title, phone number, e-mail address, the name of the employer, the site location, and the day and time you visited. Include either a business card or business stationary from the visit.

Some of the employers will be contacted to verify that students did, in fact, visit their sites. Because this project requires travel off-campus, students may pair-up to visit a site. However, if two students turn in projects reporting they observed the same person, it is more likely the employer will be contacted for verification. After all, it would be too easy for one student to simply copy another student's project.

Site-Visit Alternative

BUS 210: Career Development (Fall 2005)

During the semester, group site-visits may be arranged. Instead of arranging your own visit, you may choose to join a group visit. If you sign up for one of the alternative site-visits, you are expected to attend. If you do not attend, you will lose credit for the assignment, unless there are extenuating circumstances, as judged by the professor. Scheduled site-visits may be cancelled if there is insufficient interest, or due to other unforeseeable circumstances.

Possible Site-visits:

Animal Kingdom Lodge, Walt Disney World, Lake Buena Vista, FL

Date: TBD

Time: TBD

Agenda: TBD

Sign-up by: TBD

GEICO, Regional Headquarters, Lakeland, FL

Date: TBD

Time: TBD

Agenda: TBD

Sign-up by: TBD

Recreation and Wellness Center, University of Central Florida, Orlando, FL

Date: TBD

Time: TBD

Agenda: TBD

Sign-up by: TBD

Site-Visit Rubric

BUS 210: Career Development (Fall 2005)

The items evaluated with this rubric are based on the requirements outlined in the assignment handout.

	Possible points	Earned points
1. brief statement about why you chose this visit	20	
2. educational requirements and qualifications	20	
3. job description and salary range	20	
4. career path	20	
5. brief plan for what you can	20	
6. Missing thank you note	-30	
7. Missing Contact data, business card or business stationary	-50	
	Total	_____

PASS Learning Center approval:

Reviewed by: _____ Date: _____

Signature: _____ ☐ Ready for submission ☐ Needs further revision

Book Review

BUS 210: Career Development (Fall 2005)

You are to read and review a book related to the content of this course. No two students may review the same book. Let me know as soon as possible, and no later than the date noted on the syllabus, what book you would like to read. I will let you know if the book is still available and if it is appropriate to the course. You must have chosen a book by the date listed on the syllabus. A list of suggested books is included on the course website and is also available in the WIU library. If there is a different book you would like to read, the book must be approved by me.

Your review should be between 750 and 1,000 words in length, written at a college level in terms of style and content, and include the following:

- 1) Explain why you chose that particular book.
- 2) Provide a brief summary of the book, including what you liked and disliked about the book.
- 3) Explain how you personally and professionally gained from reading the book.
- 4) Describe how you plan to incorporate what you learned into your career development.

Be sure to allow yourself time to obtain, read and review the book. If you wait until the last minute, you may not have time to do the assignment well.

Many appropriate books are quite popular. Therefore, there are reviews available on the internet. Do not try to find a review on the internet and copy it. Remember, if you can find it on the internet, so can I.

Finally, the purpose of this assignment is to help you prepare for your future and to encourage you to use professional development resources, such as books. If you happen to start reading a book and decide you really hate it, pick a different book. Life is too short to read books you hate—unless they are assigned by a professor. The ability to change the book is another advantage to beginning this assignment early. When you are reading the book, take time to reflect on what you are learning and how it affects you

Student Performance Self-Evaluation Form

BUS 210: Career Development (Fall 2005)

Directions: Please complete this form, front and back, during the week before it is due. Be sure to reflect critically on your performance for each standard.

	Exemplary	Exceeds Expectations	Meets Expectations	Needs Improvement	Detrimental
1. Professionalism The student is on-time and prepared for class. Work is completed on-time and is a professional manner. Class behavior positively contributes to the learning environment. Rationale:	☐	☐	☐	☐	☐
2. Quality of work Completed work is of a quality indicative of a successful college student and meets objective standards of assignment rubrics. Rationale:	☐	☐	☐	☐	☐
3. Course knowledge The student demonstrates expected intellectual growth through both graded work and class discussions. Rationale:	☐	☐	☐	☐	☐
4. Collegiality The student is respectful of others and productively works as part of the learning community. Rationale:	☐	☐	☐	☐	☐
5. Distinction The student provides distinct contributions to the class deserving of special recognition. Rationale:	☐	☐	☐	☐	☐

Rating Definitions:

Exemplary – Consistently outstanding performance and sets the standard for others.

Exceeds Expectations – Regularly exceeds requirements and reliably performs well.

Meets Expectations – Performs according to all standards with little need for direct supervision.

Needs Improvement – Performance is unreliable or fails to meet standards.

Detrimental – Performance requires immediately and significant improvement.

Student Performance Self-Evaluation Form

(Page 2)

Directions: Please provide responses to the following questions. Note that responses to open-ended questions may be objective (e.g., test grades), subjective (e.g., critical thinking), personal (e.g., attitude) and/or external (e.g., participation).

6. What is your greatest accomplishment during this course?

7. What do you most need to improve in this course?

8. What grade do you think you deserve in this course?

- ☐ A
- ☐ B
- ☐ C
- ☐ D
- ☐ F

9. Why do you deserve that grade?

Resume Rubric

Name: _____

	A (10 points)	B (8 points)	C (7 points)	D (6 points)	F (0 points)	Score
Appearance	Bullets guide the readers' eyes. White-space is balanced. Font type and size are good. Good use of bold and italics. Quality resume paper is used. Formatting is consistent.	One or two minor errors below A.	Minimally unbalanced white-space. One or two minor errors below B. Slightly cluttered or bare appearance.	Unbalanced white-space. Poor font type or size. One or two minor errors below C, or significant errors from A. Moderately cluttered, messy or sparse appearance.	A template is used. Resume is longer than 1 page, but not 2 full pages. Extensive errors. Visually messy. Below standards for D.	
Communication	There are no misspelled words or grammatical mistakes. Superfluous words and personal pronouns are avoided. Wording is achievement-oriented and action-oriented.	One or two minor errors, such as superfluous words. One or two minor spelling or grammatical mistakes. Slightly below A-level.	One obvious spelling or grammatical mistake. Slightly below B.	Wording lacks action and achievement-orientation. Personal pronouns. Slightly below C.	Multiple obvious spelling or grammatical mistakes. Any reference to "responsible for." Below standards for D.	
Content	Transferable skills are emphasized. Numbers are used appropriately. Industry keywords are used. Data are accurate. Objective statement is clear and meaningful.	Numbers are not used to show value. Slightly below A.	Industry keywords are missing. Slightly below B.	Minor data errors. Minor problems with objective statement. Transferable skills are not used actively.	Significantly inaccurate data. Below standards for D. Objective statement is weak.	
Style	Past activities are past tense and present activities are present tense. Reverse chronological order is used. Resume is 1 page. Information is listed in order of importance.	Slightly below A.	Slightly below B. Structure is acceptable, but simplistic or overly complicated.	Errors in verb tenses. Generally poor structure.	A template is used. Resume is longer than 1 page, but not 2 full pages. Failure to use reverse chronology. Below standards for D.	
Professionalism	The e-mail address is professional. The resume presents the writer as a professional.	Minor errors in professional presentation. Minor lack of detail.	There is no C-level.	There is no D-level.	A template is used. The e-mail address is unprofessional. Below standards for B.	

This rubric must be stapled to your resume when the assignment is given to the professor.

A deduction of 10 points, up to 50 points, will be made for each day the resume is late. Date completed: _____

Total score _____

Personal Business Plan Points Rubric

		Possible Points	Earned Points
I.	Introduction:		
a.	Executive Summary	2	
b.	Business Description (brief history, present and future product(s) description)	5	
c.	Organizational Chart (CEO, Board of Directors, VPs)	3	
d.	Mission Statement, Vision Statement, Core Values, Objectives	5	
	Introduction points	15	
II.	Financials:		
a.	Capital requirements	5	
b.	Financing strategies	5	
c.	Projected ROI	5	
d.	Liabilities and assets	5	
e.	Operating costs, budget plan and accounting procedures	5	
f.	Income forecasts	5	
	Financials points	30	
III.	Marketing:		
a.	Product market (segments, locations, customers)	5	
b.	Target market (needs, trends, growth)	5	
c.	Competition (major competitors, competitive advantages)	5	
d.	Promotions (product placement, pricing, promotion)	5	
	Marketing points	20	
IV.	Management:		
a.	Human Resource development	5	
b.	SWOT	5	
c.	3-5 year plan with measurements and accountability	5	
d.	Minimum operating needs	5	
e.	Alternatives	5	
	Management points	25	
V.	Supporting Documents:		
a.	Resume and Cover Letter	5	
b.	Job descriptions/announcements	2	
	Supporting Documents points	10	
	Personal Business Plan content points	100	

Personal Business Plan Deductions Rubric

		Max. Deduction	Earned Deduction
I. Writing:			
a.	Spelling errors (1 point each)	5	
b.	Grammar errors (1 point each)	5	
c.	Lack of clarity	10	
	Writing deductions	20	
II. Professionalism:			
a.	Not visually attractive	5	
b.	Not stapled	10	
c.	Late, including failure to upload to turnitin.com (10 points each day)	50	
d.	Did not follow assignment directions	15	
	Professionalism deductions	80	
	Personal Business Plan deductions	100	

Personal Business Plan final grade (points – deductions)