

**IDM 5120 (G01 & G02), 1.0 CH (AUXILIARY)**  
**CAREER DEVELOPMENT SEMINARS**  
**SUMMER 2021**

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**INSTRUCTORS**

Name: Kelly Mahoney (G01) Office Location: Virtual  
Phone: 204.474.6548 Office Hours: Mon – Fri 9:30 a.m. to 4:00 p.m.  
Email: Kelly.Mahoney@umanitoba.ca

Name: Katie Derksen (G02) Office Location: Virtual  
Phone: 204 474.6264 Office Hours: Mon – Fri 9:30 a.m. to 4:00 p.m.  
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**COURSE DESCRIPTION**

**Career Development Seminar (3 sessions)**

The Career Development Seminars are designed to assist students in developing personal career planning and management skills. Fundamentals of career success are covered including career assessment, resume and cover letter writing, interview preparation, career management, social media platforms and online presence, projecting confidence and business etiquette.

**Session 2 – Interviewing (Saturday, May 8, 2021)**

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**COURSE SYNOPSIS: Interviewing**

Job interviews can be stressful, but most of us must go through them several times throughout our careers. Learn about different interview formats, how to effectively prepare for a behaviour-based interview, practice common interview questions and learn strategies that will set you apart from other candidates.

**COURSE OBJECTIVES - Interviewing**

On course completion, you should be able to:

- Develop effective responses to standard interview questions;
- Confidently greet an interviewer and establish your professional presence in the interview;
- Understand how to strategically prepare responses to interview and networking questions;
- Concisely and effectively answer behaviour descriptive interviewing (BDI) questions. Be able to identify key skills and abilities in a job posting and create BDI questions, enabling you to properly prepare for conducting an interview – both as a candidate and as an interviewer;
- Understand how to excel in an interview.

## COURSE MATERIALS

- Handouts will be provided as reference before and after the session.

## COURSE ASSESSMENT - Interviewing

Student assessment will be based on the following:

- **Mandatory attendance at seminar, including participation in the small group speed interviews with business guests (50%).**
- **Completion of a One-on-One Mock Interview with a Career Development Centre Advisor by Friday, June 18, 2021 (50%).**
  - Please request a mock interview counselling appointment through the Asper Career Portal with Katie Derksen, Kathy Kirkpatrick or Michelle Gazze. To book an appointment with Kelly Mahoney, please do so by email.
  - ***Please note: interviews must be completed by June 18 so book a time slot early!***
  - Please give the consultants one week's notice of appointment in order for them to prep the interview – interviews will be based on the job position submitted for Seminar 1's assignment.

## COURSE SCHEDULE – Interviewing

Date	Time	Place
Saturday, May 8, 2021	8:00 a.m. to 10:15 a.m.	Lecture - Zoom Session
Saturday, May 8, 2021	10:30 a.m. to 11:45 a.m.	Group speed interviews with business guests - Zoom Session

**NOTE: Class attendance is required. Missing even one of three sessions in this series (33%) will result in a course failure. It is your responsibility to inform your instructor in advance of your absence and the reason for it (medical documentation or employer note if away for a work commitment) is required. The instructor decides how to deal with the impact of missed classes on your final grade. If you know that you will be unavailable for a session, ensure that you drop the course by the final date to receive a full fee refund.**

## **Session 3 – Career Management and Business Etiquette (Saturday, May 29, 2021)**

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### **COURSE SYNOPSIS: Career Management and Business Etiquette**

This final session in our Career Development Seminar series will provide you with the tools and knowledge you need to effectively manage your career and will enable you to confidently embark upon a productive job search now or in the future. You will better understand the importance of short and long-term goal setting to career management and explore a variety of approaches to conducting an effective job search by accessing both the visible and hidden job markets. Discuss different networking strategies and become familiar with the impact of networking to enhanced career success.

It goes without saying that managing your online presence is essential in today's job market. Learn how to use social media platforms effectively and to your advantage. Gain insights into new ways to improve and enhance your personal brand on social media.

### **COURSE OBJECTIVES – Career Management and Business Etiquette**

On course completion, you should be able to:

- Recognize the key elements of goal setting, planning and preparation to conducting a job search;
- Effectively utilize several job search strategies within the visible and hidden job markets;
- Understand the role and importance of networking to visibility and reputation and be familiar with the principles of effective networking;
- Know how to make a powerful first impression, have a framework to develop a compelling personal introduction;
- Understand which social media platforms are the best fit for you, respect the impact social media has on your job search, network and professional image;
- Approach your next business networking event with confidence, understanding proper business protocol and dining etiquette.

### **COURSE MATERIALS – Career Management and Business Etiquette**

Handouts will be provided as reference before and after the session.

### **COURSE ASSESSMENT – Career Management and Business Etiquette**

Student assessment will be based on the following:

- **Mandatory attendance and participation at seminar (50%)**
- **Completion of a selected career management assignment (50%)**
  - Due date: Monday, June 21, 2021
  - **Final grades will be assigned as either Pass or Fail (passing grade is 65%).**

### **COURSE SCHEDULE – Career Management and Business Etiquette**

Date	Time	Place
Saturday, May 29, 2021	8:00 a.m. to 11:45 a.m.	Zoom Session

**NOTE: Class attendance is required. Missing even one of three sessions in this series (33%) will result in a course failure. It is your responsibility to inform your instructor in advance of your absence and the reason for it (medical documentation or employer note if away for a work commitment) is required. The instructor decides how to deal with the impact of missed classes on your final grade. If you know that you will be unavailable for a session, ensure that you drop the course by the final date to receive a full fee refund.**

## AACSB Assurance of Learning Goals and Objectives.

The Asper School of Business is proudly accredited by AACSB. Accreditation requires a process of continuous improvement for the School and our students. Part of “student improvement” is ensuring that students graduate with the knowledge and skills they need to succeed in their careers. To do so, the Asper School has set the **learning goals and objectives** listed below for the **MBA Program**. The checked goal(s) and objective(s) will be addressed in this course and done so by means of the items listed next to the checkmark.

	<b>Goals and Objectives in the MBA Program</b>	<b>Goals and Objectives Addressed in this Course</b>	<b>Course Item(s) Relevant to these Goals and Objectives</b>
1	<b>Strategic Thinking</b> Students will think critically and creatively about solutions to organizational problems, considering short-term and long-term goals, resources, risks, and opportunities.	✓	<ul style="list-style-type: none"> <li>• Preparation of responses to interview and networking questions.</li> <li>• Short and long-term career management strategies/goal setting</li> </ul>
	A. Students are able to identify situations where strategic thinking is necessary.	✓	
	B. Students are able to identify different strategies.	✓	
	C. Students are able to perform a basic strategic analysis.		
	D. Students are able to recommend strategic alternatives and their implementations.		
2	<b>Global Perspective</b> Students will adopt a global mindset in considering organizational decisions.		
	A. Students have an awareness of global diversity, and multicultural awareness.		
	B. Students have an awareness of different global perspectives.		
	C. Students have been exposed to global business environments through course materials		
3	<b>Ethical Mindset</b> Students will consider ethical and moral issues when analyzing and recommending solutions to organizational problems.	✓	<ul style="list-style-type: none"> <li>• Interview preparation</li> <li>• Career Management</li> </ul>
	A. Students demonstrate an understanding of the responsibility of business in society.		
	B. Students demonstrate an understanding of ethical decision making.		
	C. Students demonstrate moral development in ethical decision making.		
	D. Students demonstrate an understanding of the responsibilities of a leader’s role as it relates to ethics.		
4	<b>Quantitative and Financial Proficiency</b> Students will demonstrate the ability to approach organizational issues using quantitative and financial analysis.		
	A. Students are able to identify that a problem containing a quantitative aspect exists.		
	B. Students are able to apply financial methodologies in the answering of business questions.		
	C. Students are able to demonstrate a basic financial proficiency in understanding the role and flow of money in an organization.		
	D. Students are able to interpret the results of a financial analysis.		

## ACADEMIC REGULATIONS AND STUDENT SERVICES

## HUMAN ETHICS APPROVAL FOR DATA COLLECTION

As part of coursework, if you will be collecting data from people who are not students in this class, you must obtain Human Ethics approval from the UofM's Research Ethics Board (REB) prior to data collection. This applies to data collection such as surveys, interviews, focus groups, experiments, video recording, etc., where a respondent is solicited for participation.

If the entire class will be working on the same project, your instructor will apply for human ethics approval from the REB. If individuals or small groups of students will be working on different projects, it is the responsibility of the students to obtain approval (only one group member needs to apply). Your instructor will tell you whether s/he will be or you need to. When in doubt, please talk to your instructor.

Instructions and forms to apply for human ethics approval can be found at:

<http://umanitoba.ca/research/orec/ethics/guidelines.html>

In most cases, you will be using the "Protocol Submission Form" which is under the "REB Forms - Fort Garry Campus" heading.

It can take up to six weeks to process human ethics applications and obtain approval. Therefore, plan early. Note that approval must be obtained prior to data collection and cannot be obtained during the data collection phase or retroactively. Violation can get you, your instructor, and the Asper School in serious trouble with the REB.

If you will be collecting data only from other students in the class, you do not need REB approval. If you have any questions, please contact [humanethics@umanitoba.ca](mailto:humanethics@umanitoba.ca) or your instructor.

## UNCLAIMED ASSIGNMENT POLICY

Pursuant to the FIPPA Review Committee's approved recommendations of August 15, 2007, all unclaimed student assignments will become the property of the faculty and will be subject to destruction six months after the completion of any given academic term.

## STUDENT SERVICES AND SUPPORTS

The University of Manitoba provides many different services that can enhance learning and provide support for a variety of academic and personal concerns. You are encouraged to visit the below websites to learn more about these services and supports. If you have any questions or concerns, please do not hesitate to contact your instructor or the Graduate Program Office.

For Information on...	...follow this link
Course Outlines, Year-at-a-Glance, Concentrations, Textbooks, VW Dates and Final Exams	<a href="#">MBA Course Information</a>
Exam Rescheduling Policy - <i>Please refer to Missing a Test/Exam on page 14 of the MBA Student Handbook</i>	<a href="#">MBA Student Handbook</a>
Help with research needs such as books, journals, sources of data, how to cite, and writing	<a href="#">Library Resources</a>

Tutors, workshops, and resources to help you improve your learning, writing, time management, and test-taking skills	<a href="#">Writing and Learning Support</a>
Support and advocacy for students with disabilities to help them in their academic work and progress	<a href="#">Student Accessibility Services</a>
Copyright-related questions and resources to help you avoid plagiarism or intellectual property violations	<a href="#">Copyright Office</a>
Student discipline bylaws, policies and procedures on academic integrity and misconduct, appeal procedures	<a href="#">Academic Integrity</a>
Policies & procedures with respect to student discipline or misconduct, including academic integrity violations	<a href="#">Student Discipline</a>
Students' rights & responsibilities, policies & procedures, and support services for academic or discipline concerns	<a href="#">Student Advocacy</a>
Your rights and responsibilities as a student, in both academic and non-academic contexts	<a href="#">Your rights and responsibilities</a>
Full range of medical services for any physical or mental health issues	<a href="#">University Health Service</a>
Information on health topics, including physical/mental health, alcohol/substance use harms, and sexual assault	<a href="#">Health and Wellness</a>
Any aspect of mental health, including anxiety, stress, depression, help with relationships or other life concerns, crisis services, and counselling.	<a href="#">Student Counselling Centre</a>
Support services available for help regarding any aspect of student and campus life, especially safety issues	<a href="#">Student Support Case Management</a>
Resources available on campus, for environmental, mental, physical, socio-cultural, and spiritual well-being	<a href="#">Live Well @ UofM</a>
Help with any concerns of harassment, discrimination, or sexual assault	<a href="#">Respectful Work and Learning Environment</a>
Concerns involving violence or threats, protocols for reporting, and how the university addresses them	<a href="#">Violent or Threatening Behaviour</a>

## ACADEMIC INTEGRITY

I.H. Asper School of Business, The University of Manitoba

It is critical to the reputation of the I. H. Asper School of Business and of our degrees that everyone associated with our faculty behaves with the highest academic integrity. As the faculty that helps create business and government leaders, we have a special obligation to ensure that our ethical standards are beyond reproach. Any dishonesty in our academic transactions violates this trust. The University of Manitoba Graduate Calendar addresses the issue of academic dishonesty under the heading "Plagiarism and Cheating." Specifically, acts of academic dishonesty include, but are not limited to:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words
- duplicating a table, graph or diagram, in whole or in part, without referencing the source

- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communications, ideas from a verbal presentation) without referencing the source
- copying the answers of another student in any test, examination, or take-home assignment
- providing answers to another student in any test, examination, or take-home assignment
- taking any unauthorized materials into an examination or term test (crib notes)
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination
- stealing or mutilating library materials
- accessing tests prior to the time and date of the sitting
- changing name or answer(s) on a test after that test has been graded and returned
- submitting the same paper or portions thereof for more than one assignment, without discussions with the instructors involved.

Many courses in the I. H. Asper School of Business require group projects. Students should be aware that group projects are subject to the same rules regarding academic dishonesty. Because of the unique nature of group projects, all group members must exercise extraordinary care to insure that the group project does not violate the policy on Academic Integrity. Should a violation occur on a group project, all group members will be held jointly accountable, no matter what their individual level of involvement in the specific violation.

Some courses, while not requiring group projects, encourage students to work together in groups (or at least do not prohibit it) before submitting individual assignments. Students are encouraged to discuss this issue as it relates to academic integrity with their instructor to avoid violating this policy.

In the I. H. Asper School of Business, all suspected cases of academic dishonesty involving a graduate student (i.e. MBA, MSc or PhD student) will be reported directly by the instructor to the Dean of the Faculty of Graduate Studies.

## FACULTY BIOGRAPHY

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I.H. Asper School of Business, The University of Manitoba

### **Kelly Mahoney**

Director, Career Development Services  
I.H. Asper School of Business

Kelly leads the Career Development Centre team in providing career management strategies to Bachelor of Commerce, MBA and MFin students and alumni of the Asper School of Business.

She brings over 20 years of experience in developing career education programming for wide audiences, from senior executives and managers to undergraduate students. Kelly has leadership experience in human resources and operations management in the consulting, telecommunications, retail and

publishing sectors. Prior to her work at the Asper School of Business, Kelly served as a senior consultant with a large HR consulting firm, where she worked with many of Manitoba's leading private and public organizations in career transition, HR consulting and executive search.

Kelly is committed to assisting students and alumni to explore career opportunities and harness their full potential to reach their individual career goals. She is a Certified Leadership Coach, an active member of CPHR Manitoba, member of the Canadian Association for Career Educators and Employers (CACEE), member of the MBA Career Services & Employer Alliance (MBA CSEA), Past President and current Manitoba/Nunavut representative on the Co-operative Education and Work Integrated Learning Canada (CEWIL) Board of Directors.

### **Katie Derksen**

Business and Professional Development Consultant- Graduate Programs  
Career Development Centre  
I.H. Asper School of Business

Katie Derksen provides professional development advice, career coaching and facilitation, coupled with business acumen to support Asper School of Business graduate students. She works collaboratively with businesses and community partners to promote Asper graduate students for future career success. Katie brings a strong understanding of the marketplace and is adept at networking, communications, and business development; skills she uses to ensure Asper's graduate students are prepared to take their future employers' organizational objectives to the next level.

Katie has worked in student recruitment and with work integrated learning programs through internship development at the post-secondary level. She has experience in pro bono consulting - matching professionals with community development non-profit organizations for strategic leadership and volunteer projects, and has served in a communications role within the financial industry.

Katie holds a Master of Arts degree and is a member of CEWIL Canada.