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BADM 195.01: Academic and Career Orientation and Strategies

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Academic and Career Orientation and Strategies

Robert W. Hollmann



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BADM 195 Fall 2002

Academic and Career Orientation and Strategies

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COURSE OBJECTIVES

This course is designed to provide business students with the knowledge and skills necessary to enhance their *academic planning and success, life planning, and career management* activities during their time as UM students and thereafter.

REQUIRED TEXTS

1. Academic and Career Orientation and Strategies. A custom text published for this course by Thomson Learning.
2. Krause, Lois B. How We Learn and Why We Don't. Thomson Learning, 2000

Note: Books #1 and #2 are shrink-wrapped together for your convenience.

3. Bolles, Richard N. What Color is Your Parachute? Ten Speed Press, 2002 Edition.

RECOMMENDED READING

In addition to the assigned reading in the course, we recommend that each student subscribe to either the Wall Street Journal (daily newspaper) or Business Week (weekly business magazine) as a way of keeping abreast of activities and events in the national and international business communities. Subscription forms will be passed around during the first week of class.

COURSE GRADE

- Students may take this course on a regular grade basis or on a Pass/Not Pass basis—it is your choice.
- There will not be any examinations in this course. Instead, student performance will be assessed through a number of individual written projects and exercises, which are explained fully in a separate document. Student projects and exercises will be graded on a point basis as follows:
 1. Essay: "Who Am I and Why Am I Here?" - 50 points
 2. Industry or Company Analysis - 100 points
 3. Bolles Flower Exercise - 100 points
 4. Portfolio Plan - 100 points
 5. In-class exercises - any 10 out of 12 at 10 points each

TOTAL POINTS IN COURSE 450 points

Grading Scale for Final Grade

A = 405 points

B = 360 points

C = 315 points

D = 270 points

- If you take the class on a regular grade basis, your grade will be determined in accordance with the above final grade scale. If you take the class on a Pass/Not Pass basis, you will need 315 points to pass the course.

OTHER COURSE POLICIES AND PROCEDURES

1. 3-Ring Binder—We plan to provide you with lots of resource materials, primarily in the form of hand-outs (3-hole punched). Please obtain a 3-ring binder so that you can keep these

- resources in an orderly manner.
2. Extra credit work—No extra credit work will be acceptable in any case.
 3. Attendance & class participation—We will not take class attendance each day. However, because a great deal of information will be provided in class (especially through guest speakers), your learning will be directly proportional to your class attendance.
 4. Adding this course—Unless there are very unusual circumstances, we will not allow any student to add this course after September 12.
 5. Dropping this course—In accordance with University policy, if you are registered for this course but do not attend the first two sessions, you will be asked to drop the course, except in cases of extenuating circumstances.
 6. Incompletes—Incompletes will be allowed only in cases of extenuating circumstances, but not for a failing grade. Students must initiate the request for an incomplete and are expected to assume full responsibility for fulfilling the requirements necessary to remove the incomplete.
 7. Academic misconduct—We expect you to conduct yourself with high standards of academic integrity. The University of Montana Student Conduct Code applies to this class. Examples of academic misconduct (e.g., plagiarism, misconduct during an exam, etc.) are explained in the Code. If any disciplinary sanctions and disciplinary procedures are necessary, we will apply them in accordance with the Student Conduct Code.

BADM 195 COURSE SCHEDULE FALL 2002

DATE	TOPIC	ASSIGNMENTS
Sept 3	Introduction to the Course	
Sept 5	Understanding the UM Environment	Read: Chapter 1 ("Developing Staying Power for Lifetime Success" in Text Do: Personal Explorations 1.1, 1.2 & 1.3; but do not turn in
Sept 10	Cognitive Profile Inventory	Read: Chapters 1, 2, 3 & 5 in Krause book Do: The inventory in Chapter 1 of Krause book and bring to class Read: Chapter 4 ("Learning Styles") in Text Do: Exercise 4.2 (p. 90) in Text and bring to class
Sept 12	Using Library and Internet Resources Effectively	Read: Chapter 3 ("Mastering Information Literacy") in Text
Sept 17	Understanding the SOBA Environment	Read: Chapter 2 ("College Makes the Difference") in Text Do: Exercise 1.3 (p.40) but do not turn in
Sept 19	Important Campus Resources	Read: Chapter 10 ("Writing and Speaking") in Text TURN IN: Essay
Sept 24	A Close Look at the Six Options in Business	Read: Pages 149-157 in Text
Sept 26	Choosing an Option	Read: Chapter 6 ("Courses and Careers") in Text Do: Exercise 10.5 (p.143-146) and

		bring to class
Oct 1	Pointing Toward Graduate School	Read: Chapter 8 (Explore Careers and Majors") in Text Do: Self-Assessment 12-1 (p.175) and bring to class
Oct 3	Studying and Working Abroad	Read: Chapter 9 ("Expand Your Thinking Skills") in Text
Oct 8	Diversity on Campus and at Work	Read: Chapter 5 ("Diversity and Relationships") in Text TURN IN: Career Fair Bonus Exercise
Oct 10	Student Organizations, Student Panel	Read: Chapter 11 ("Time Management as a Learned Skill") in Text
Oct 15	The Workplace of Tomorrow	TURN IN: Industry or Company Analysis
Oct 17	Careers in Accounting	Read: Bolles, Preface and Chapter 1
Oct 22	UM Office of Career Services	Read: Bolles, Chapters 2 & 3
Oct 24	Careers in Finance	Read: Bolles, Chapter 4
Oct 29	The Basics of Career Planning	Read: Bolles, Chapter 5
Oct 31	Job Search Strategies	Read: p. 157-168 in Text and Bolles, Chapter 7
Nov 5	Holiday	
Nov 7	Careers in Information Systems	Read: Bolles, Chapter 8
Nov 12	Careers in Management	Read: Bolles, pages 177-190
Nov 14	Matching Career Fields & Skills	TURN IN: Bolles Flower Exercise
Nov 19	Careers in Marketing	Read: Bolles, pages 191-220
Nov 21	Resumes and Cover Letters	Read: Bolles, Chapter 10
Nov 26	Library Research	
Nov 28	Thanksgiving Holiday	
Dec 3	International Careers	Read: Bolles, Chapter 6
Dec 5	Interviewing	Read: Bolles, Chapter 11
Dec 10	Portfolio Day	TURN IN: Portfolio Plan
Dec 12	Course Wrap-Up	Read: Chapter 12 ("Stress Management") in Text
Dec 18 - 10:10 a.m.	Final Class Meeting - papers returned and course grades will be available	

INDIVIDUAL WRITTEN PROJECTS

General Guidelines

1. All projects are to be done individually.
2. Unless otherwise noted, all projects are to be typewritten, double-spaced. Handwritten work will not be accepted. Do not put papers in any type of binder; simply staple together in the upper left-hand corner.

3. Projects will be graded primarily (75%) on content; however, quality of writing (e.g., grammar, syntax, spelling) and quality of presentation (e.g. neatness, format) also will count (25%).
4. Projects are due on the day listed in the syllabus. Late projects will be accepted, but will be downgraded by 10 percent for each day (M-F) it is late.
5. In-class exercises must be done in class and will not be accepted late under any circumstances.

**PROJECT #1—SHORT ESSAY
19, 2002**

DUE SEPTEMBER

Drawing from: (a) the information you accumulated in Personal Explorations 1.1, 1.2 and 1.3 in Chapter 1 of the text; (b) the information you learned from doing the Cognitive Profile Inventory in the Krause book; and (c) your own personal thoughts, write a short (1-2 pages) essay addressing the following:

"Who Am I and Why Am I Here?"

**PROJECT #2—INDUSTRY AND COMPANY ANALYSIS
2002**

DUE OCTOBER 15,

This project is intended to provide you with the opportunity to conduct an in-depth analysis of an industry or a company in which you have a special interest or in which you may have employment aspirations.

Start your project by selecting an industry or a company in which you have a special interest. Examples of industries are: retail, financial services, computer hardware, computer software, accounting services, manufacturing, health care management, sports administration, arts and culture, advertising, management consulting, marketing research, travel and entertainment, etc. Examples of companies are: Adidas-Salomon, Nike, Anheuser-Busch, Cisco, Citibank, Con Agra, Delta Airlines, Du Pont, Eddie Bauer, Ford Motor Co., GAP, Hewlett-Packard, General Motors, Home Depot, JC Penney, Orvis, Starbucks, Verizon, Wells Fargo.

Next, using various resources (e.g., the library, internet, annual reports)*, conduct a thorough analysis of the industry or the company you have chosen.

Using the information collected in your analysis, write a 3-5 page paper that addresses the following points:

- 1) Basic description of the industry or company.
- 2) Current conditions within the industry or company.
- 3) Future projections (2-5 years) for the industry or company - for example, what opportunities are on the horizon? What major problems are foreseen?
- 4) What are the future employment opportunities within this industry and within this company?
- 5) What could you do between now and graduation to better prepare yourself to

obtain employment within the industry or with the company?

- 6) Resources consulted for the project (i.e. bibliography). If you write about a company include a copy of the company's website homepage.

* NOTE: Our class on September 12 will be devoted exclusively to the subject of using library and Internet resources. An expert from the UM Mansfield Library will make the presentation, and will use this assignment as the framework for her presentation.

**PROJECT #3—BOLLES FLOWER EXERCISE
14, 2002**

DUE NOVEMBER

This exercise is found on pages 328-369 of Bolles's book, What Color is Your Parachute.

An initial word of caution—this is a long and fairly involved exercise that should not be left for the night before it is due. You will not be able to do a thorough job on this exercise in such a short time period.

Your task is to complete the exercise using the documents provided in the book. Each step in the exercise concludes with your transferring your "responses" to the Flower diagram on pages 330-331.

You are to turn in the following:

1. A completed Flower diagram—i.e., all of the petals of the flower are filled in with your responses.

NOTE: A blank, 8 ½ x 11 sheet with the Flower diagram will be distributed in class, and is also available for downloading from the course website.

2. A copy of your completed skill assessment for each of the following three skills:
 - a. Physical skills—pages 336-337
 - b. Mental skills—pages 338-339
 - c. Interpersonal skills—pages 340-341

NOTE: Blank forms for these three sets of skills will be distributed in class, and are available for downloading from the course website.

3. A written 1-2 page "Self-Analysis and Plan," based upon your analysis of your Flower. In other words, now that you've done the exercise, what do the results tell you about yourself and how will you use this information to plan your next few years?

**PROJECT #4—PORTFOLIO PLAN
10, 2002**

DUE DECEMBER

To enter today's marketplace, a business graduate needs more than a degree. New hires are expected to already have the competencies needed to be immediately productive on the job. One way students can demonstrate competencies is through the use of a portfolio, which is a collection of artifacts/documents that show growth and development of skills. In other words, the

contents of the portfolio provide evidence of the student's education, training, work performance, skills/competencies, and accomplishments that relate to the job.

Building upon some of the "basics" of portfolio design that will be presented in class on October 29, you are to conduct *additional independent research on this topic* and then prepare a "Portfolio Plan" that addresses each of the following items:

1. **Portfolio Content**—In general, what can/should be included in a thorough portfolio?
2. **Portfolio Medium**—Describe the various media through which a portfolio can be presented?
3. **Your Portfolio Content**—Based upon your assessment of the competencies *necessary for success in your chosen career field*, describe the content of the Portfolio you would like to have upon graduation. If you already know your chosen career field, prepare your Portfolio Plan for this field. If you are still uncertain about a career field, then prepare your Portfolio Plan in terms of a general career in business.
4. **Your Portfolio Medium**—Describe the medium/media you will use for the items in *your Portfolio (as explained in #3 above)*.
5. **Your Portfolio Plan**—Now that you have described the contents and media for your Portfolio, explain what you will do during your undergraduate years to ensure that you obtain the evidence of the competencies you intend to document? For example, if one of the skills you want to show in your Portfolio is "leadership ability," what do you plan to do between now and graduation in order to have *tangible evidence of this skill*? Note: This is the most important part of this project, as it will serve as your "roadmap" for the next few years.

IN-CLASS EXERCISES - UNANNOUNCED

There will be 12 in-class exercises given in 12 different class sessions throughout the semester. These will be unannounced and will be given at various times during the class session (e.g., beginning, middle, end). The exercises will vary in format, with the following formats being used:

1. An objective quiz over the assigned reading for the day.
2. A brief essay response to a question about an idea or concept described by a guest speaker in class that day.
3. A brief essay "reaction paper" on the topic of the day.

Each exercise will be worth 10 points, with a maximum of 100 points allocated to this part of the course. If a student completes more than 10 exercises, *his/her highest 10 scores will be used*.

CAREER FAIR BONUS EXERCISE 8, 2002

DUE OCTOBER

20 Points

The Big Sky Career Fair will be held on Wednesday, October 2, 2002 in the University Center. You

are to attend the fair and do "research" on two companies at the fair. Your research should enable you to prepare a brief report (1-2 pages per company) that addresses each of the following items for each of the two companies:

1. Name and location of the company.
2. Name and title of the individual with whom you spoke.
3. Types of *business-related jobs* they are currently hiring for or they anticipate hiring for within the year.
4. Knowledge, skills, and abilities they look for when hiring college graduates.
5. The basic hiring process (steps) they use in hiring college graduates.

Your report on each company is worth 10 points (for a total possible 20 points) distributed as follows: items #1 and #2 together = 1 point; items #3, #4, #5 = 3 points each.

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