

Personal and Professional Development (BUS 788-191)

Fall 2020

Facilitator: Dr. Debbie Beyer

Class: Online

Office: Sage 2456

Office Hrs: Mondays 12 – 1 on Collaborate Ultra (through Canvas)

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Course Materials:

Required: *StandOut Version 2.0 Harvard Business Review Press, 2015.*

You will also be required to read some articles from publications such as *Fast Company*, the *Harvard Business Review*, and *Academy of Management Learning and Education*. Links to these articles are provided each week on the BUS 788 Canvas course website.

Course Description:

“This course helps students identify their own personal and professional goals, develop strategies to achieve them and encourage others they work with to do likewise. Topics covered in this course include developing self-awareness, determining values and priorities, career management and developing skill in coaching and mentoring. The course is conducted in such a way that students are expected to be co-coaches and co-mentors for each other. To help students gain the familiarity with each other necessary to play these roles, the class includes time during which students work through a variety of problem-solving exercises. A primary outcome of this course is a personal development plan that students can use to pursue their professional goals during and after their time in the MBA program.”

History of Personal Development:

“Personal Growth and Personal Development has been studied by theologians, philosophers and psychologists for 6,000 years. Since the dawn of thought, the most historically significant figures either consciously or unconsciously implemented the concepts taught by today’s Personal Development experts. Personal development exercises the mind and sharpens awareness, it is based on the concept that what a person thinks about will come about.

The modern lineage of personal development and law of attraction mastery can be traced back to Wallace Wattles’ 1910 classic “The Science of Getting Rich” a book based on the idea that if you think and live your life in a “certain way” by simply making subtle changes in habits and in thought process you will eventually mold yourself into a person worthy of great wealth. The book explains that living in a creative way as opposed to a competitive way you will ultimately be rewarded.”

Source: <https://www.philcicio.com/history-of-personal-developmernt/>

Course Methodology

This course's structure and conduct will be guided by research in adult learning and educational research pertaining to the course topics. Because management is a continually-developing discipline that is highly oriented toward application, we make use of group/peer discussion interspersed with online class discussion. The course orientation focuses on your engagement in course material with your peer mentors, with the intent being that these interactions will help you identify and think through key issues as you develop your final project, your Personal Development Plan (PDP). My job is to encourage and facilitate your efforts to develop a practical inquiry within your groups and the class to help you attain higher-order thinking about topics that will provide you with a broader perspective on developing your PDP, framing your mission, and articulating your goals in your career and your life as a whole.

Course Objectives

This course is designed to help students identify potential career paths and challenges associated with attaining those positions. By the end of this course, students will be able to:

1. Apply a battery of psychological and self-assessment tools and inventories to determine one's motives, attitudes, beliefs and skills.
2. Describe and demonstrate the process of peer coaching and counseling.
3. Analyze and identify one's strengths and weaknesses using self-evaluation and peer feedback.
4. Engage in constructive discussions to further one's ability to undertake personal and professional development.
5. Formulate a mission statement and create a personal strategic plan to realize one's full potential.

Student's Role

Much of the learning in the course takes place through honest self-assessment, reflection and free interaction and mutual support among participants. In this course you have neither a professor nor an instructor, you have a facilitator. It is crucial that you take personal responsibility for learning and applying the material. Working closely with your groups, you will help each other develop personal development plans to help you realize future career goals.

Course Grading

Your areas of potential development will be assessed using a combination of online tests, experiential exercises, self-administered and peer-administered feedback. In addition to readings and class discussions, the course will include virtual group bonding activities, peer group critiques, and individual written development plans.

Activities and Scoring:

Personal Development Plan:	40 points
Peer Feedback and Evaluation:	35 points
Discussions and Written Work:	25 points

Total 100 Points

Grading Scale

A (93-100)	C (73-77)
A- (90-92)	C- (70-72)
B+ (88-89)	D+ (68-69)
B (83-87)	D (63-68)
B- (80-82)	D- (60-62)
C+ (78-79)	F (below 60)

Assignments

1. PDP Outline and Description (40 Points)

Haven't we all felt that we could do a number of jobs very well? Haven't we all dreamed of becoming successful? How much do we know about these "ideal" careers? A Personal Development Plan is a first step toward identifying and pursuing a career that is the best fit for you and your situation, helping you take control over your destiny. The assignment has five phases: Self-Exploration, Conducting Personal SWOT and PEST Analyses, Completing an Opportunity Analysis, Writing a Career Mission Statement with Major Career Goals and finally, Creating your Personal Development Plan. The objective of this assignment is to help you plan your career with a due appreciation of what it will take to achieve your career goals. Through research, you will identify the key skills, knowledge, and behaviors needed to attain your goals. Proceeding from your self-assessment, you will draw plans for personal development in order to attain the set goals.

PDP due dates are listed below in the course schedule, as well as on our Canvas course site.

2. Peer Feedback and Evaluation (35 Points)

In this class you will be expected to provide weekly feedback and coaching to your group members on the development of their PDPs. Since discussions are generally more fruitful in real time versus asynchronously, the interchanges within groups will be via video conferencing (at least) once a week using the platform of your choice: Collaborate Ultra, Zoom, Microsoft Teams or Google Meet. Each virtual meeting should have a designated secretary who will provide a written summary of what was discussed during the meeting, as well as an explanation of the

contributions made by each member of the group during that week. I expect these summaries to average between 1 and 2 pages (single-spaced) per week. The secretary responsibilities should rotate weekly, making everyone ultimately responsible for the completion and submission of the minutes. These meeting minutes will be due to me on Canvas by Sunday night at 11:59 pm following the weekly discussion.

At the end of the course you will be asked to complete a peer evaluation form (found on the course site) in which you describe your efforts in the peer evaluation process and rate the peer evaluation performance of your group members. This form is due the same day as the final PDP.

3. Discussion and Written Work (25 Points)

Class participation includes your involvement in both peer group and whole class discussions. **This course is designed with the intent that about 80% of your participation-related time and effort go toward the small group discussions, with about 20% going toward the "whole class" discussions.** Please plan on responding to each member of your group during group discussions, since each of you will be responsible for providing feedback to your fellow group members.

Written work in addition to the meeting minutes and PDP will be announced ahead of time on Canvas. Class discussions will be carried out via the Discussion tab on Canvas. To receive full credit for these discussions, please plan to respond to at least 2, but no more than 4 of your non-group peers when engaged in the whole class discussions. For the whole class discussions, you must post your thread before seeing anyone else's comments. In general, the earlier you can post the better. The discussion topics will appear on Sunday afternoons. Plan to respond by no later than Thursday noon in order to allow others to respond to your comments before the following Sunday.

College of Business and University Policies:

COB Academic Misconduct

As a UW Oshkosh student, it is your responsibility to be informed about what constitutes academic misconduct, how to avoid it and what happens if you decide to engage in it. Examples of academic misconduct include (but are not limited to):

- plagiarism (turning in work of another person and not giving them credit),
- stealing an exam or course materials, copying another student's homework, paper, exam
- cheating on an exam (copying from another student, turning in an exam for re-grading after making changes, working on an exam after the designated time allowance)
- falsifying academic documents

Please refer to UWS Chapter 14 (University of Wisconsin Student Academic Disciplinary Procedures) for information on academic misconduct <<http://www.uwosh.edu/deanofstudents/university-policies-procedures/academic-misconduct>>. Pay particular attention to UWS 14.03 (definition of academic misconduct) and UWS 14.04 (disciplinary sanctions). Please note that all incidents of academic dishonesty will be reported to the appropriate university authorities.

It is not acceptable for two or more students to work together and turn in the same work unless the assignment is specifically a group assignment. In the case of a group assignment, groups are treated as a unit and the sharing of work between groups is not permitted. Plagiarism is defined as the use of another's work without attribution. It is acceptable to use a published solution to a particular problem if the solution's source is documented. If you are using material from a published source or an organization's internal documents, that source must be documented or referenced. If proprietary materials are utilized, appropriate permissions must be obtained.

Accessibility

It is the policy and practice of UW Oshkosh to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion, please notify me as soon as possible. You are also welcome to contact the Accessibility Center at 920-424-3100 or dean1@uwosh.edu. For more information, visit the Accessibility Center website at <http://www.uwosh.edu/deanofstudents/Accessibility-Center>.

Repeating / Dropping Courses – Financial Aid Impact

Dropping a class after the 10th day and repeating courses can have a negative impact on your eligibility for financial aid. Students need to maintain Satisfactory Academic Progress (SAP) to be eligible to receive aid. Details about this federal policy can be found at this link: <https://uwosh.edu/financialaid/faqs-sap/>

Discrimination and Sexual Harassment

UW Oshkosh is committed to providing the safest campus possible for our students, faculty and staff. Students experiencing any form of prohibited discrimination or harassment, including but not limited to sex or gender based violence, can report it by contacting Equal Opportunity, Equity & Affirmative Action/Title IX office (920-424-1166), or Dean of Students office (920-424-3100). If you choose to contact one of these offices, your information will be private but may not remain confidential. You may also call the Campus Survivor Advocate (920-424-2024) for confidential help and resources. You can also find more information on policies and resources at <https://uwosh.edu/titleix> and <https://uwosh.edu/hr/policies-procedures> and <https://uwosh.edu/equity>.

Please note that I am a responsible employee for UW Oshkosh and therefore have an obligation to report incidents of sexual violence and misconduct that are brought to my attention to the Title IX Coordinator. For more information about my reporting requirements visit <https://uwosh.edu/titleix/employee-responsibilities>. Under Executive Order 54, I am a mandatory reporter and also have an obligation to report child abuse/neglect.

Students are advised to see the following URL for disclosures about essential consumer protection items required by the Students Right to Know Act of 1990: <https://uwosh.edu/financialaid/consumer-information/>.

Students with disabilities.

Appropriate academic support is available for students with a documented disability. Notify the professor and contact the Accessibility Center at 424-3100 or accessibilitycenter@uwosh.edu.

Fall 2020 Course Schedule*

Please note:

Assignments listed below are meant to be completed during the week indicated.

Week 1: Introduction to the Class and Each Other (link provided on Canvas)

- Post a Flipgrid video introduction of yourself in which you tell us:
 - Your name
 - Anticipated completion of MBA
 - Your occupation
 - Your professional goals
 - Any personal goals you care to share
 - Favorite hobbies/leisure activities
 - An interesting/fun detail 😊 about yourself that makes you unique

Reading Assignments (All links on Canvas):

- “15 Essential Career Benefits of an MBA” *CareerAddict* (June 2017)
- “Do you love what you do?” *Fast Company* (March 2005),
- “Give Yourself a Chance” *Fast Company* (November 2003),
- “Who are you arguing with?” *Fast Company* (April 2005)
- “How to Cultivate a Peer Coaching Network.” *Harvard Business Review* (2010)
- Videos listed on Canvas.

November 2-6:

Week 2: KNOW YOURSELF

- Issues in Coaching
- Self-Awareness and Individual Differences
- Paradigms: An Overview
- Decision Making Styles

Reading assignments to complete during this week (Links on Canvas):

- "What's your story?" *Harvard Business Review* (January 2005)
- "Personality Type Explained" for the Jung's theory of psychological types.

Other Assignments for this week:

- Complete the "Open Extended Jungian Type 2 Scales 1.2," "Locus of Control," and "Index of Learning Styles" (ILS) Inventory. Sites linked on Canvas.
- Review "Introduction to type in organizational settings - Meyers-Briggs Guide" (Course Packet) or the explanatory site given on Canvas for the Jungian Type assessment.
- In a **2-3 page paper**, briefly discuss your prior personal/professional background and describe its influence on where you are today and where you wish to go. Feel free to include any personal information that was instrumental in putting you on your current path. **Submit in Canvas by November 6 at 11:59 pm.**

November 9-13:

Week 3: UNDERSTAND YOURSELF

- Models of Career Development
- Personal and Professional Development Plans
- Considering a Personal Mission Statement
- Developing a SWOT Analysis

Reading Assignments for this week (Links on Canvas):

- "Peer coaching: An untapped resource for development" *Organizational Dynamics* (April-June 2014)
- Buckingham, Chapters 1-2 and 5 and overview of your particular strength role from Chapter 5

Other Assignments for this week:

- Complete the feedback analysis assignment on personal strengths and weaknesses (See instructions in "Week 3 Readings and Activities" on Canvas) and the *StandOut* assessment (see Buckingham, Chapters 2 and 5)
- Read pages 1-4 of the Personal Development Plan in the [PDP Outline and Description](#). Fill in the Personal SWOT Analysis Worksheet on page 5 and discuss with peer group.

November 16-24:

Week 4: EVALUATE YOURSELF AND YOUR ENVIRONMENT

- Issues in Environmental Analysis
- Issues in Self-assessment
- Managing Strengths and Weaknesses
- Developing a PEST Analysis

Reading assignments for this week (Links on Canvas):

- Buckingham, Chapters 3 and 4 (+ “How to win...” sections of your strength roles)
- “Do your commitments match your convictions?" *Harvard Business Review* (January 2005)
- “It’s time for management version 2.0: Six forces redefining the future of modern management” *Futures* (2011)

Other Assignments for this week:

- Complete the “Taking Stock” worksheet (see “Commitments vs. Convictions” article and explanation in “Week 4 Readings and Activities”)
- Complete the Love it / Loathe it activity detailed on page 27 (chapter 3) of Buckingham’s *StandOut 2.0*. **Begin this activity early enough to get enough entries!**
- Read pages 6-7 of the PDP and complete the PEST analysis on page 8. Please be as detailed as possible.
- Be ready to discuss these activities with your peer group and as a class.

November 30 – December 4:

Week 5: MANAGE YOURSELF

- Developing a Career Mission Statement
- Identifying Opportunities

Reading assignments for this week:

- “Navigating Your Career Journey After The MBA” (Forbes 2016) provides some broad stroke ideas for mapping out your career plan.
- “Five Ways To Bungle a Job Change” (HBR January 2010) provides tips on knowing whether you’re pursuing a job change for the right reasons.
- “Managing oneself” *Harvard Business Review* (January 2005)
- “The Personal Mission Statements of 5 Famous CEO’s” *Fast Company* (2014)

Other Assignments for this week:

- Apply Drucker's "Managing Oneself" feedback analysis technique retrospectively to a decision you've made over the last 18 months. What new insights regarding your strengths did you discover? How might this shape how you make your next major decision? Do you agree with Drucker's contentions that we are usually wrong about what we are and aren't good at and that a person can only perform from strength? Why or why not? Can you think of types of situations other than your present one where your strengths, performance, values, sense of belonging and contribution would allow you to be successful?
- Read page 9 of the PDP and consider at least 3 opportunities you discussed pursuing from last week. Interview individuals who hold the positions you are most interested in pursuing. Talk to someone who knows the job well. Ideally this person either holds/held the job or works with someone in a similar job. Talk to human resources managers, recruiters and/or headhunters if you can. Some sample questions to ask are: 1. "If you were to hire a person to perform this job, what kinds of skills and abilities would you want the person to have?" 2. "Think of someone you know who is better than anyone else at this job. What is the reason she/he does it so well?" Conduct further research on these opportunities to get a good sense of what each involves. Study the trends in the industry, area, read job specifications in employment ads in professional journals, magazines and newspapers. Useful sources are: Dictionary of Occupational Titles, Occupational Outlook Handbook (a Federal publication) and American Almanac of Jobs and Salaries. What are the supporting and opposing factors in each identified opportunity? Fill in page 10 of your PDP.
- Design a mission statement for page 12 of the PDP (see the link to some examples on Canvas under Week 5). Discuss the above PDP pages with your peer group.

December 7-11:

Week 6: BALANCE YOURSELF

- Pursuing Life Management
- Developing Personal Goals
- Contextualizing People to Situations

Reading assignments for this week (Links on Canvas):

- "Overloaded circuits: Why smart people underperform" *Harvard Business Review* (January 2005)
- "Manage your work, manage your life" *Harvard Business Review* (March 2014)
- "She famously said that women can't have it all. Now she realizes that no one can." *The Washington Post* (August 2016)
- "Work + Home + Community + Self" *Harvard Business Review* (September 2014)
- "Being more productive" *Harvard Business Review* (May 2011)

- “Hack Your Productivity: A time-management geek’s 10-minute solution” *Fast Company.com* (2011)

Other Assignments for this week:

- Read or continue to read and fill in pages 13-15 of the PDP. Now that you’ve analyzed yourself and viable professional opportunities, and filled in your Career Mission Statement (12), you will now set your Major Career Goals (14-15) using the SMART model: Specific, Measurable, Achievable, Relevant, and Time Bound. Be as specific as possible. Discuss these pages with your peer group.
- Of the time management articles you read for this week’s class, which suggested techniques interest you the most or work the best for you? Are there any new ideas you found that you are interested in trying? Be ready to discuss.

December 14-18:

Week 7: SUPPORT YOURSELF

- Developing Personal and Professional Goals
- Identifying Support Networks
- Managing Mentor-Mentee Relationships
- Managing Group Feedback on the PDP

Reading assignments for this week (Links on Canvas)

- “How to stay stuck in the wrong career” *Harvard Business Review* (December 2002)
- “A smarter way to network” *Harvard Business Review* (July/August 2011)
- “In the company of givers and takers” *Harvard Business Review* (April 2013)
- “From the ordinary to the extraordinary: High-quality mentoring relationships at work” *Organizational Dynamics* (July-September 2016)

Other assignments for this week:

- Continue to work on putting everything together by creating your PDP. Read pages 16-19, and fill in pages 21-22, the Personal Development Plan Worksheet. Discuss final draft with peer group.
- Work on Peer Feedback Critique Forms

Final PDP and Peer Feedback Critique Forms due December 18 at 11:59 pm.

***Course schedule subject to change with notice.**