COURSE SYLLABUS

COURSE TITLE: Bus 285 – Workplace Professionalism

CLASS SECTION: 001

TERM: Summer 2024

COURSE CREDITS: 3

DELIVERY METHOD(S):   Face-to-face
Wednesdays, 6:00 – 8:50pm

*Students are required to attend the first class meeting of each course. If a student does not attend and does not contact the instructor **prior** to the first class with a satisfactory explanation, they forfeit their seat in the course and may be de-registered.*

INSTRUCTOR DETAILS

NAME: Patricia Gaudreault

EMAIL: gaudreaultp@camosun.ca

OFFICE: CBA275, Online office time available

MEETINGS: 5:00 pm Wednesdays, plus Virtual meetings as scheduled

As your course Instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

Students need more than knowledge in their disciplines to reach their full career potential. This course focuses on the practical skills of workplace politics, effective networking, managing emotions, and staying current in your field by applying the principles of learning agility.

PREREQUISITE(S)

One of:

- C in English 12, *or*
- C in Camosun Alternative, *or*
- Bachelor degree from a recognized post-secondary institution

COURSE LEARNING OUTCOMES / OBJECTIVES

At the end of this course, the student will be able to:

•   Explain the need for applied political acumen in the workplace;
•   Distinguish between ethical and unethical political practices at work;
•   Develop a strategy and apply tactics for building a career network;
•   Discuss the need for reciprocal benefit in professional relationships both inside and outside an organization;
•   Demonstrate appropriate social etiquette in various workplace situations;
•   Identify the physical structures of the human brain, and explain how emotion interacts with rational thought to influence human interactions and decision making;
•   Describe how emotional self-awareness, self-management, and social awareness can lead to lasting personal change and stronger relationships; and
•   Identify, integrate, and apply information to solve problems faster and stay current in their chosen professions.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

1. You need access to getAbstract.com for course materials.

   Purchase options are available here – the *most cost-effective approach* is to sign up for **Pro Monthly** (for <u>one</u> month), download all the abstracts you need for quizzes <u>and</u> presentations, then cancel your membership.

   a) The *free version does <u>not</u> contain the abstracts you need* for the course.

   b) If you opt for the *Student Plan*, you will be asked to verify your status as a Camosun student before submitting payment. A photo of your student card is acceptable.

2. Students are <u>required</u> to sign-up for free membership at Slack.
   Your Instructor will provide a link in class.

COURSE SCHEDULE

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the Instructor.

Week and Date	Main Topic	getAbstract readings for weekly Quizzes	3rd Abstract for Live Student Presentation	Topic for Video Presentation
Week 1 – May 8	Introduction and Overview	None	none	none
Week 2 – May 15	Emotional Intelligence – Part 1	Emotional Intelligence (Goleman) Working with Emotional Intelligence (Goleman)	none	none
Week 3 -May 22	Attitude Control	Learned Optimism (Seligman) Coach Yourself to Win (Guttman)	Mindset (Dweck)	First Impressions start here
Week 4 – May 29	Networking	Highly Effective Networking (Pierson) Super Networking (Salmon)	The Fine Art of Small Talk (Fine)	Active Listening start here
Week 5 – June 5	Personal Branding	Rain Making (Harding) Me 2.0 (Schawbel)	Digital You (Arruda)	Managing Upwards start here
Week 6 – June 12	Emotional Intelligence – Part 2	The Emotional Intelligence Quick Book (Bradberry and Greaves) The Emotionally Intelligent Manager (Caruso)	Focus – The Hidden Driver of Excellence (Goleman)	Projecting Confidence start here
Week 7 – June 19	Learning Techniques	Power Up Your Mind (Lucas Managing Your Own Learning (Davis)	The Power of Impossible Thinking (Crook, Wind, and Gunther)	Effective Meetings start here
Week 8 - June 26	Office Politics – Part 1 *LinkedIn profile and e-card due*	It's All Politics (Reardon) 21 Dirty Tricks at Work (Phipps)	Creating a Drama-Free Workplace (Maravelas)	ABCDs of Image start here
Week 9 – July 3	Jerks at Work	The Bully at Work (Namie) Jerks at Work (Lloyd)	Good Boss, Bad Boss (Sutton)	Assertiveness vs Aggressiveness start here
Week 10 – July 10	Office Politics – Part 2	Difficult Conversations (Stone) Changing Minds (Gardner) **(available on D2L)**	Building Influence in the Workplace (Oade)	Dating at Work start here
Week 11 – July 17	Negotiation Basics	Getting to Yes (Fisher) Get it! Street Smart Negotiation at Work (Smith)	Beyond Reason (Fisher and Shapiro)	Energy Management start here
Week 12 – July 24	Saying No	No! (Kemp) The Power of a Positive No (Ury) **(available on D2L)**	The Art of Saying No (Zahariades)	Netiquette start here
Week 13 – July 31	Effectiveness	The 7 Habits of Highly Effective People (Covey) The 8th Habit (Covey)	Fit In, Stand Out (McGarvie)	Office Parties start here
Week 14 – August 7	*Networking Event report due at the beginning of class*	TBA	TBA	

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines scan be reviewed at http://camosun.ca/services/accessible-learning/exams.html

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
• Primary Group Presentation – getAbstract	20%
• Video Presentation	15%
• Individual Assignment #1 – LinkedIn Profile and Networking e-Card	15%
• Individual Assignment #2 – Attend a Networking Event (face to face/remote)	15%
• Individual in-class getAbstract Quizzes – best 10/12 @ 2% each	20%
• Attendance & Participation	15%
TOTAL	100%

If you have a concern about a grade you have received for an evaluation, please see me as soon as possible. Refer to the Grade Review and Appeals policy for more information. http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf

COURSE GUIDELINES & EXPECTATIONS

Late Assignments and Missed Quizzes:
- Late assignments and missed quizzes receive a mark of zero (0%).
- Exceptions apply for medical reasons and require a valid doctor's note.

Attendance and Participation:
- Post a recognizable photo of yourself on your D2L profile.

- *Professional conduct Do's:*
    - Complete the readings each week before class
    - Arrive on time, and stay until the end of class
    - Communicate by email in advance if you must miss a class
    - Contribute constructively to discussions
    - Ask questions
    - Be ready to answer questions when called upon
    - Engage, be present, take an active interest
    - participate in class exercises and discussions

- *Professional conduct Don'ts:*
    - Don't Ghost class! *Those who learn to focus and engage always go further in their careers…*
    - Return late from break-time
    - Commit plagiarism, cite all your sources…

In groups of three (possibly four):
1. lead an overview and discussion of your assigned Abstract, and
2. introduce two or three other abstracts you would recommend to a peer as must-reads.
3. Be sure to stay within the overall theme of the week's topic. *Note - these are <u>not</u> the abstracts everyone has read for the weekly quiz.*

Critical thought is expected. If you cannot agree with something in your assigned abstract, say so, and be prepared to explain how you reached your conclusions.

Your purpose is to add value to the readings by expanding and exploring the topic.
This is not a standard 'class presentation'. **You are <u>teaching</u> the topic.**

Requirements:

1. 15 to 20 minutes of interactive learning for your classmates
    (innovate a little – games, guests, competitions, web-searches, etc…)
2. PowerPoint presentation
3. Web-links to supportive articles and extra materials
    (short/relevant digital video is recommended)
4. Submit your PowerPoint to the D2L 'getAbstract Presentations' Assignment box
    <u>one hour before class</u>. (one per group)
5. Be sure your presentation is 'scalable'. i.e. – Determine clearly:
    a. what you 'must' cover,
    b. which materials are 'optional', and
    c. appropriate 'extra' materials if required.
6. See next page for how your Instructor will grade your work.

    (You might want to prepare accordingly, yes?)

Professionalism counts – **you want people to take you seriously.**
This includes*:*
*   Understanding the vocabulary of your topic
*   Being prepared to answer questions about key concepts
*   Overall comportment, attitude, and style
*   Quality of content and analysis
*   Quality and clarity of power-point slides
*   Quality of vocal delivery
*   Attentiveness to fellow presenters
*   Apparent interest in your topic, and
*   Appropriate dress

The **topic to be discussed** was **not** introduced appropriately					The **topic to be discussed** was introduced appropriately				
1	2	3	4	5	6	7	8	9	10

The presentation had too much or too little **detail**					The presentation had an appropriate level of **detail**				
1	2	3	4	5	6	7	8	9	10

Videos and exercises added little **value**					Videos and exercises added significant **value**				
1	2	3	4	5	6	7	8	9	10

Presenters failed to **answer questions** well					Presenters **answered questions** well				
1	2	3	4	5	6	7	8	9	10

Presenters did not demonstrate a sound understanding of the **vocabulary** of the topic					Presenters demonstrated a sound understanding of the **vocabulary** of the topic				
1	2	3	4	5	6	7	8	9	10

Slides were too small, cluttered, or **difficult to read**					Slides were clear, attractive, and **easy to read**				
1	2	3	4	5	6	7	8	9	10

This presentation failed to **engage** the audience					This presentation was very **engaging**				
1	2	3	4	5	6	7	8	9	10

The **presenters** seemed under-prepared and/or unprofessional					The **presenters** seemed well prepared and professional				
1	2	3	4	5	6	7	8	9	10

The presenters failed to **manage the technology** well					The presenters **managed the technology** seamlessly				
1	2	3	4	5	6	7	8	9	10

Overall, this was a poorly prepared presentation					**Overall,** this was a well prepared presentation				
1	2	3	4	5	6	7	8	9	10

GRADE: **/100**

In groups of three (possibly four), create an 8 to 10 minute .mp4 video in which you present a PowerPoint on your assigned Secondary Topic.

Requirements:

1. An 8 to 10 minute .mp4 video of your PowerPoint presentation with voice-over.

2. Secondary Topic Presentations **do not** require the use of getAbstract.

   (note the 'start here' links in the topic lists – these are not everything you need to know…)

3. Short, relevant videos within your presentation are permitted.

4. List your citations on the final slide of your video.

5. Submit your .mp4 file to the D2L 'Secondary Topics' Assignment box one hour before class.

6. See next page for how your Instructor will grade your work.

   (You might want to prepare accordingly, yes?)

Professionalism counts:

Video presentations provide opportunity to **review and revise your work** before you submit them.
Your video should be:

- clear,
- direct,
- well paced,
- interesting,
- useful, and
- properly cited on the final slide.

Be prepared to:

- manage the technology smoothly,
- introduce your video,
- show your video, and
- answer questions afterwards.

The **topic to be discussed** was **not** introduced appropriately					The **topic to be discussed** was introduced appropriately				
1	2	3	4	5	6	7	8	9	10
The presentation had too much or too little **detail**					The presentation had an appropriate level of **detail**				
1	2	3	4	5	6	7	8	9	10
Videos and exercises added little **value**					Videos and exercises added significant **value**				
1	2	3	4	5	6	7	8	9	10
Presenters failed to **answer questions** well					Presenters **answered questions** well				
1	2	3	4	5	6	7	8	9	10
Presenters did not demonstrate a sound understanding of the **vocabulary** of the topic					Presenters demonstrated a sound understanding of the **vocabulary** of the topic				
1	2	3	4	5	6	7	8	9	10
Slides were too small, cluttered, or **difficult to read**					Slides were clear, attractive, and **easy to read**				
1	2	3	4	5	6	7	8	9	10
This presentation failed to **engage** the audience					This presentation was very **engaging**				
1	2	3	4	5	6	7	8	9	10
The **presenters** seemed under-prepared and/or unprofessional					The **presenters** seemed well prepared and professional				
1	2	3	4	5	6	7	8	9	10
The presenters failed to **manage the technology** well					The presenters **managed the technology** seamlessly				
1	2	3	4	5	6	7	8	9	10
Overall, this was a poorly prepared presentation					**Overall,** this was a well prepared presentation				
1	2	3	4	5	6	7	8	9	10

GRADE: **/100**

Part One | Design a digital networking card using a [free account from hihello.me](#).

Your networking card should contain, at a minimum:
1. your name and certifications, or pending certifications,
2. your title or occupation,
3. an email address you monitor daily, and
4. a custom public profile LinkedIn URL containing your name.
   e.g. www.linkedin.com/in/FirstnameLastname

The purpose of creating networking cards is to apply what you have learned about personal branding.
A networking card is different from a regular business card in that it <u>does not</u> contain information about an employer. *Its purpose is to project information about you as an individual*.

Students *may not* hold-forth as holding a credential they have not completed, just like you don't lie on a resume. Hence the need to say (for example):

> Tom Smith _{LOA pending} *or*
> Sally Jones _{BBA 2023}

Part Two | Create an Effective LinkedIn Profile

Your purpose is to create an online presence to support your professional future.

Your LinkedIn profile must include:
1. an appropriate, quality photo, (look directly at the camera as if you were speaking to someone),
2. a background image that says something about your aspirations and/or interests,
3. a completed 'About' section, (short, personal, and interesting to the reader),
4. your experience, (list duties <u>and</u> portable skills),
5. your education, (list course names, <u>not</u> course numbers),
6. your interests, (show your interests by what you post and who you follow), and
7. three written recommendations from other LinkedIn members (classmates qualify).

Submitting your Assignment:
1. Send a LinkedIn invitation request (from inside LinkedIn) to the Instructor <u>before</u> class on the due date.
2. Send a hihello.me networking card link to InstructorName@camosun.ca <u>before</u> class on the due date.
3. (See next page for Self Assessment Instrument.)

Assessment Criteria	Instructor Score
Networking Card Design (Name, email address, personalized LinkedIn URL, style, clarity)	/15
LinkedIn *About* section (brief, interesting, descriptive, captures the reader's attention)	/10
LinkedIn *Experience* section (lists duties <u>and</u> portable skills for each position)	/15
LinkedIn *Education* section (describes program, lists course names)	/15
LinkedIn *Interests* section (shows your professional interests by what you post and who you follow)	/10
LinkedIn *Recommendations* section (at least three positive recommendations | student recommendations <u>are</u> permitted)	/15
LinkedIn *Image and Professionalism* (photo, background banner, grammar, completion, attention to detail, overall impression)	/20
Total	/100

Your purpose is to apply the networking skills discussed in class in the 'real-world' and start thinking about what works for <u>you</u>.

Requirements:

Part 1:

1. Find a face-to-face or remote networking event to attend.

2. Obtain approval from your Instructor for the event via email.

Part 2:

3. Dress appropriately and arrive on time.

4. Spend at least 90 minutes (or as much time as the event allows) meeting people – more is better, *make some real career connections*.

5. Test-drive the networking FORMULA we learned in class. (as appropriate to the situation…)

6. Exchange networking e-cards and LinkedIn information.

Part 3:

1. *Use the following headings* to write a one-page, single-spaced, point-form summary of your experience:
   a. Name and Description of Event
   b. Date and Time of Event
   c. People I Attended With
   d. People I Met - list their names, and attach a photocopy of their networking/business cards or contact information
   e. How the FORMULA worked for me
   f. Other networking techniques I tried out
   g. Reflections:
      i. What worked
      ii. What I would do differently
      iii. Overall utility of the experience

2. Attach a full-length photo of yourself at the event

Part 3:

1. Hand-in your printed assignment at the beginning of the last class.

2. Save your assignment in .pdf format and submit it to the D2L Assignment Box labelled:
   Networking Event Submissions

Quizzes and Assignments:

- Students must submit their assignments on the due date or as announced.
  A grade of zero will be assigned to late submissions. There are no additional assignments or make-up quizzes if you performed poorly on an assignment or quiz.
- Quiz dates will not be rescheduled. Non-attendance on scheduled quiz dates results in a zero grade. Exceptions will be made only for medical reasons or extenuating circumstances which must be submitted and then accepted by the Instructor. Please advise your Instructor promptly.
- Medical notes must be dated, signed, and written on letterhead or prescription paper imprinted with the physician's name and address. Notes from RNs, chiropractors, massage therapists, etc., will not be accepted. Electronic notes will not be accepted. Medical documentation must be received no later than 1 week after the student's absence.
- All submitted work must be properly referenced to sources.
- In-text citations for quotes, paraphrasing, and references must be consistent with APA standards.
- Grammar, spelling, style and APA citations will be assessed in your mark.
  See https://camosun.libguides.com/apa7 .
- Submit all assignments into the D2L Assignment Box by last name – this protects you.
- Students registered through the Centre for Accessible Learning (CAL) should discuss timelines with their Instructors at the beginning of each semester.
- Unless otherwise specified, you are to submit your own work, any work collaborated (unless permitted by the course) will be considered in violation of the College's Academic Integrity Policy.

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit http://camosun.ca/students/.

Support Service	Website
Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the Centre for Accessible Learning (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started: http://camosun.ca/services/accessible-learning/

Academic Integrity

Please visit http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit http://camosun.ca/learn/fees/#deadlines.

Grading Policy

Please visit http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf for further details about grading.

Grade Review and Appeals

Please visit http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures" (http://camosun.ca/learn/calendar/current/procedures.html) and the Grading Policy at http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit

http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-3703841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf to understand the College's expectations of academic integrity and student behavioural conduct.

Changes to this Syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.