MFIN610B

Career & Professional Development for Finance Professionals

Winter 2022 Course Outline

Master of Finance

DeGroote School of Business

McMaster University

Course Objective

The second part of this course will consist of 6 specialized sessions and will typically run for 1.5 hours, unless otherwise posted. Grading will be determined on attendance and the completion of deliverables.

Instructor and Contact Information

|  |
| --- |
| **Section 1:**  |
|  |
| Megan Donohue |
| donohuem@mcmaster.ca  |
| Office: DSB 104  |
| Office Hours: 8:30 – 4:30 |
| Tel: (905) 525-9140 x 26650 |
|  |

|  |
| --- |
|  |

Course Elements

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Credit Value: | 3 | Leadership: | No | IT skills: | No | Global view: | Yes |
| A2L: | Yes | Ethics: | No | Numeracy: | Yes | Written skills: | Yes |
| Participation: | Yes | Innovation: | Yes | Group work: | Yes | Oral skills: | Yes |
| Evidence-based: | Yes | Experiential: | No | Final Exam: | No | Guest speaker(s): | Yes |

Course Description

*The purpose of this course is to equip students with the necessary tools to aid in their summer and graduate employment search process. This course will consist of resume critique, interview skill building, and guest speakers*

Learning Outcomes

Upon successful completion of this course, students will be able to complete the following key tasks:

* Technical Interviewing
* Capital Markets knowledge
* Business Networking
* Interviewing Skills
* Job Search Skills

Course Materials and Readings

|  |  |
| --- | --- |
| **Required**:None |  |
| **Optional:**None |  |

Course Overview and Assessment

*• Requirements of MFin610B is as follows, mandatory attendance to all sessions, for virtual sessions it is expected students come prepared to participate*

*• Deliverables will be required to be submitted by uploading on avenue to learn*

*• Any missed work or late submissions will be handled by exception. Extensions will be at the discretion of the instructor and program administrator.*

|  |  |  |  |
| --- | --- | --- | --- |
| Activity | Delivery | Description | Tool(s) |
| **Lecture Core Content / Live Lectures** | In Person | 1.5 hour live sessions opportunity to elaborate on content, present challenges, engage discussion |  |
| **Group Discussions** | In Person | Working in groups to dive deeper into contents of lecture |  |

Missed tests/exams will receive a grade of zero unless the student has submitted and been approved Notification of Absence. Your final grade will be calculated as follows:

|  |  |  |
| --- | --- | --- |
| Grade Component | Weight | Description |
| **Deliverable 1: Activity 1****Networking****GET STARTED****10k Coffees** | **High Pass/Pass/Fail**  | Create your profile on LinkedIn including a photo and text and complete Profile. **Submit a sample initial introduction email to Megan Donohue –** **donohuem@mcmaster.ca** **for review & editing. Ensure professional language is used and provide detail about yourself and what you are interested in connecting about.**  |
| **Deliverable 2: Activity 2****MEET / FOLLOW-UP** | **High Pass/Pass/Fail** | **Have 3 conversations with 3 members of the network virtually over the course of February and March.** **Upload a summary of your connections/conversations to Avenue to Learn- including the below information**  |
| **Deliverable 3:** **Activity 3****REFLECT** | **High Pass/Pass/Fail** | **Write a 300 - 500-word reflection about what you learned after each coffee chat, answering the following questions:*** **What did you learn about the other person?**
* **What did you learn about yourself?**
* **What are three takeaways about networking that you learned while connecting with members?**
* **What might you change for your next conversation?**
 |

Course Deliverables

## Assignment #1 – Get Started & Connect – LinkedIn

LinkedIn is a social networking site that connects professional users to other professionals in the same or related fields. In the context of learning, LinkedIn allows students to connect learning in the classroom with real-world opportunities. As an addition to the core curriculum, networking supports students in building communication skills, critical thinking, active listening, and emotional intelligence.

The main intention of using LinkedIn for networking and integrating it into career curriculum is to help students:

* Realize the benefits of networking and having a diverse network
* Become more comfortable and confident networking
* Connect with people at different points of their life/career
* Gain a better understanding about themselves and goals through connecting with others in diverse disciplines, skills, seniorities, industries, and genders
* Balance in-class theory with practical life skills and career development
* Increase familiarity with LinkedIn for maximum benefit to students

You will complete a 3-part assignment using LinkedIn.

**Learning Objectives:**

* Gain advice and best practices while navigating your next step at school or in your career
* Expand your network
* Improve your interpersonal and communication skills

**Part 1**

For part 1 of this assignment, you will create a profile on LinkedIn, including a photo and text, and you will start reaching out to professionals/connections in your desired field through direct messaging. When building your profile, use a professional photo and try to achieve at least 85% completion as indicated by LinkedIn.

Draft a sample initial message that you will use to connect with others for review and editing by your instructor. Ensure professional language is used. Provide sufficient detail about who you are and what you are interested in connecting about. Review the sample messages from class and use these a guide for how you structure your own.

Once your message has been approved by your instructor, you will reach out to 5 people on the platform and start networking.

## Here is a useful video that has several tips on how to reach out to someone.<https://www.youtube.com/watch?v=NWftCrquDvo&list=PLqBaf4neEIUyi7b-uHPGrbT8h650uhimb>

**Upload your introductory Message to Avenue to Learn for grading**

**Due: Friday January 28th 2022**

## Assignment #2 – Meet & Follow Up

For Part 2 of this assignment,you need to have virtual conversations with 3 connections on LinkedInover the course of February and March.

You need to prepare for these conversations by developing 3 questions that you would like to discuss with these people. You can develop your own questions. Consider designing questions about the following topics:

* Find out what their career goals are
* Ask them about one fear they have upon graduation
* Talk about the hardest part of school for you

 **TIP:** Not everyone you reach out to will respond. You may want to reach out to more than 3 people to ensure you can successfully meet with someone. A good guide would be to reach out to 5 people with the hope of meeting 1.

After having a conversation, you should conduct some follow up with each person.There are a variety of ways to follow-up: add them to other social networks, schedule another time to chat, or share information or a link to content that would be helpful or of interest to them. This could be a relevant podcast episode, a news article, or even a new contact

**Deliverable**

Upload a brief summary (approximately 250 words) of your conversations to the designated folder on Avenue to Learn. Your submission should include:

* The three questions you chose to ask to each person
* How many connections you made
* How many conversations you had
* A brief summary of your conversations
* Reflections on any important learnings from the conversations
* Next steps you’re going to take based on the conversations
* A description of your follow up method

**Upload to Avenue to Learn for grading**

**Due: Friday March 11th 2022**

## Assignment # 3 – Reflection Paper

For Part 3 of this assignment, you will reflect on the conversations you had and the entire networking process more generally. As you reflect, consider the following:

* What did you learn about the people you met with?
* What did you learn about yourself?
* What are three takeaways about networking that you learned while connecting with others?
* What might you do or change when networking in the future?
* What were the outcomes of your conversations?
* What are the next steps with your new contacts?
* Would you like to continue a relationship with these people? Why? What is your plan to keep these relationships alive? Or, why have chosen not to continue a relationship with these people?
* What are some of the positives and negatives of this networking experience?

**Deliverable**Write a 300 - 500-word reflection about what you learned about the conversations you had and the networking process by answering the questions above.

**Upload reflection paper to avenue to Learn**

**Due Date**: April 1st 2022

## Participation

Required for each session.

Name cards and class pictures are used to help give credit for your participation. You must have a name card with your **full first and last name** clearly written and displayed in front of you for every class.

Since student participation is an important component of this course, official McMaster student ID photographs will be used to ensure that each student is assessed accurately. The instructor will use the photograph to ensure the accuracy of participation marks, group work, and for identifying students for grading purposes

.

Grading Scale

For graduate courses the grade conversion scales are available through the following link:

<https://academiccalendars.romcmaster.ca/content.php?catoid=42&navoid=8734#2.6.1_Averaging_of_Letter_Grades>

MBA and Master of Finance Grading Scale:

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Points** | **Equivalent Percentages** | **Pass/Fail** |
| A+ | 12 | 90-100 | P+ |
| A | 11 | 85-89 | P     |
| A- | 10 | 80-84 |
| B+ | 9 | 75-79 |
| B | 8 | 70-74 |
| B- | 7 | 60-69 |
| F | 0 | 59 and under | F |

Communication and Feedback

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Area Administrative Assistants. All students must receive feedback regarding their progress prior to the final date by which a student may cancel the course without failure by default.

* For Level 1 and Level 2 courses, this feedback must equal a minimum of 20% of the final grade.*

* For Level 3 courses and above, this feedback must equal a minimum of 10% of the final grade.*

Instructors may solicit feedback via an informal course review with students by Week #4 to allow time for modifications in curriculum delivery.

Requesting Relief for Missed Academic Work

In the event of an absence for medical or other reasons, students should review and follow the Missed Term Work regulations that our outlined on the Master of Finance website;

<https://mfin.degroote.mcmaster.ca/current-students/missed-term-work/>

Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

For information on the various types of academic dishonesty please refer to the [*Academic Integrity Policy*,](https://secretariat.mcmaster.ca/app/uploads/Academic-Integrity-Policy-1-1.pdf) located at https://secretariat.mcmaster.ca/university-policies-procedures- guidelines/

The following illustrates only three forms of academic dishonesty:

* plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
* improper collaboration in group work.
* copying or using unauthorized aids in tests and examinations.

Authenticity/Plagiarism Detection

***Some courses may*** use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic

dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

**All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster’s use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity.](http://www.mcmaster.ca/academicintegrity)

Courses With an On-Line Element

***Some courses may*** use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Online Proctoring

**Some courses may** use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [*Code of Student Rights & Responsibilities*](https://secretariat.mcmaster.ca/app/uploads/Code-of-Student-Rights-and-Responsibilities.pdf) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](https://sas.mcmaster.ca/) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [*Academic Accommodation of Students with Disabilities*](https://secretariat.mcmaster.ca/app/uploads/Academic-Accommodations-Policy.pdf) policy.

Academic Accommodation For Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](https://secretariat.mcmaster.ca/app/uploads/2019/02/Academic-Accommodation-for-Religious-Indigenous-and-Spiritual-Observances-Policy-on.pdf) policy. Students should submit their request to their Faculty Office ***normally within 10 working days*** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

Research Using Human Subjects

All researchers conducting research that involves human participants, their records or their biological material are required to receive approval from one of McMaster’s Research Ethics Boards before (a) they can recruit participants and (b) collect or access their data. Failure to comply with relevant policies is a research misconduct matter. Contact these boards for further information about your requirements and the application process.

McMaster Research Ethics Board (General board): https://reo.mcmaster.ca/

Hamilton Integrated Research Ethics Board (Medical board): http://www.hireb.ca/

Acknowledgement of Course Policies

Your enrolment in Finance MFIN610A will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

Course Schedule

FINANCE 610B

Career & Professional Development for Finance Professionals

Winter 2022 Course Schedule

|  |  |  |
| --- | --- | --- |
| Week | Date | Session Topic |
| **1** | Jan 11th, 2022Jan 13th 2022 | **LinkedIn / Networking / 10K Coffees**  |
| **2** | Jan 18th, 2022Jan 20th 2022  | **No Class** |
| **3** | Feb 1st 2022Feb 3rd 2022 | **Job Search Strategies** |
| **4** | Feb 8th 2022Feb 10th 2022  | **No Class**  |
| **5** | Feb 15th 2022Feb 17th 2022  | **Technical Interviewing – Marquee Group both cohorts attend**  |
| **6** | Feb 22nd 2022Feb 24th 2022  | **No Class**  |
| **7** | Mar 1st 2022Mar 3rd 2022  | **Interactive Interviewing**  |
| **8** | Mar 8th 2022Mar 10th  | **No Class – Coaching Appointments - Graduate Employment Strategy Planning** |
| **9** | Mar 15th 2022Mar 17th 2022  | **Industry Guest Speaker / Alumni Panel**  |
| **10** | Mar 22nd 2022Mar 24th 2022  | **No Class – Coaching Appointments- Graduate Employment Strategy Planning** |
| **11** | Mar 29th 2022Mar 31st  | **Graduate Recruitment** |
| **12** | Apr 5th 2022Apr 7th 2022  | **No Class – Coaching Appointments- Graduate Employment Strategy Planning** |