



590 CMT: Career Management || Fall 2018 (DRAFT)
**University of Illinois at Urbana - Champaign, School of Labor and
Employment Relations**
Tuesdays: 2:00 pm – 4:50 pm || Armory 134

A. INSTRUCTOR INFORMATION

Professor:	Simon Lloyd D. Restubog, PhD
Office Phone:	(217)-300-8007
Email:	simonldr@illinois.edu (best way to reach me)
Office hours for student consultation:	By appointment
Communication preference:	The best way to reach me is through e-mail. Please ensure that LER 590 CMT Career Management is included in the subject line along with a clear description of your question/query/problem. I will also be available during our class breaks for a quick discussion. However, if you would like to see me for a more in-depth discussion or consultation, I strongly recommend that you make an appointment. Thank you.

B. COURSE DESCRIPTION

This course is designed to help students develop an understanding of theory and research in career management and to demonstrate how such knowledge is applied to the effective management of one's career. It covers various career management topics such as the changing nature of work, theories and models of career development, and career planning processes, techniques and resources. In addition, the course features an evidence-based approach to the management of one's career including: a) identifying one's goals, abilities, interests, work values and potential career pathways, b) navigating through the job application process, and c) managing job entry and survival. The course operates under the assumption that an in-depth understanding of career issues will help students to manage their own and others' careers more effectively.

C. COURSE OVERVIEW

Learning Outcomes

At the end of the course, students should be able to:

1. identify factors and issues influencing employees and their careers;
2. discuss the various theories of career choice and development;
3. reflect on their abilities, personality, work values, and personal attributes;

4. produce a self-assessment report by integrating the results obtained from the self-assessment tools;
5. formulate an action plan to assist one's career development.
6. facilitate students' personal growth through the process of self-reflection and on-going feedback.
7. foster students' commitment to personal development and life-long learning.

Approach to Teaching and Learning and Course Expectations

I subscribe to the tenets of a learner-centred teaching philosophy focusing on the students' experiences, abilities, and competencies. My role is to encourage, facilitate, and help sustain this process. I expect you to be responsible for your own learning. As such, I will assume that you have devoted time and effort reading the assigned material, and that you will attend the class with questions that you wish to address, and insights and personal experiences that you wish to share. In essence, maximising your learning requires that you read the assigned material and actively participate in discussions and activities. Below are specific assumptions that will guide our class interactions:

- We enjoy learning from each other.
- We encourage thoughtful, active and engaging discussions.
- We are open to a diversity of views and perspectives but these should be expressed in a professional and respectful manner.
- We support each other's achievements.
- We come to class on time.
- We ensure that laptops/tablets/mobile devices are turned-off in class unless these devices are necessary in our class activities.

The course content will be a blend of research and practice. In addition, key concepts, cases and practical experiences will be presented in the lectures that are not covered in the course material. Lectures are supplemented with structured learning exercises and activities (e.g., roleplaying, socialized recitations, simulations) that have well-defined objectives and replicate the real-world context.

Feedback

Students will be given feedback in the following areas:

1. Written and verbal feedback on group presentations.
2. Written and verbal feedback on the self-assessment portfolio and career report.
3. Verbal feedback to the whole class.

D. COURSE TOPICS

<u>Date</u>	<u>Topic</u>	<u>Key Issues Discussed and Activities</u> (Background readings in preparation for the lecture are available on Wattle)	<u>Readings/Reminders</u>
Aug 28	Introduction & Overview of the course; Orientation	Course orientation Expectation setting	<u>Readings/Resources:</u> None <u>Reminder:</u>

	about course assessments	<p>Formation of groups for Empirical Research Presentation & Review Paper</p> <p>Development of individual and team psychological contracts.</p> <p>Topic allocation and presentation week.</p> <p>Tips on writing the empirical research review.</p>	<p><i>Complete Career Autobiography. Complete Interview with Significant Others. We will discuss the results in the next session.</i></p>
Sept 4	Importance of careers, the study of careers and the protean career contract	<p>What is career? How is it conceptualized? Who manages one's career?</p> <p>Discussion of <i>Career Autobiography</i> and <i>Interview with Significant Others</i></p>	<p><u>Readings/Resources:</u> Read "Nature and context of careers" In Arnold, J. (1997). <i>Managing careers into the 21st century</i>. London: Sage.</p> <p>Hall, D. T. (1996). Protean careers of the 21st century. <i>Academy of Management Executive</i>, 10, 8-16.</p> <p>Hall, D. (1998). The new protean career contract: Helping organizations and employees adapt. <i>Organizational Dynamics</i>, 26, 22-37.</p> <p>(See Compass – course readings for lecture/discussion)</p> <p><u>Reminder:</u> <i>Complete Ideal Job Description, Holland's Vocational Choice Inventory, and Work Values Inventory. We will discuss the results in the next session.</i></p>
Sept 11	Theoretical foundations of career development	<p>What are the conceptual foundations of career development?</p> <p>Scoring and interpretation of the <i>Holland's Vocational Choice Inventory and Work Values Inventory</i></p>	<p><u>Readings/Resources:</u> Read the following: "John Holland's theory of types and person-environment interactions" "Lent, Brown and Hackett's Social Cognitive Career Theory" "Super's life-span, life-space theory"</p>

			<p>In Sharf, R. S. (2010). <i>Applying career development theory to counseling</i>. Brooks/Cole: Cengage Learning.</p> <p>(See Compass – course readings for lecture/discussion)</p>
Sept 18	Model of Career Management: Goals, strategies and appraisals	<p>What are career goals? Why are career goals important in career decision-making?</p>	<p><u>Readings/Resources:</u> Chapter 3 and Chapter 5 in Greenhaus, J. H., Callanan, G. A., & Godshalk, V. M. (2010). <i>Career management</i> (4th ed.). LA: Sage.</p> <p>(See Compass – course readings for lecture/discussion)</p> <p><u>Reminder:</u> Complete the <i>Kiersey Temperament Sorter</i> and the <i>Big Five Inventory</i>. We will discuss the results in the next session.</p>
Sept 25	Personality, Abilities and Careers	<p>Simulate a 50-minute timed ability test.</p> <p>Scoring and interpretation the <i>Kiersey Temperament Sorter</i> and the <i>Big Five Inventory</i></p> <p>Why are personality traits and abilities relevant in career planning? What does it take to get ahead?</p>	<p><u>Readings/Resources</u> Chapter 4 in Greenberg, J. (1995). <i>Behavior in organizations: Understanding and managing the human side of work</i>. Englewood Cliffs, NJ: Prentice Hall.</p> <p>Judge, T. A., Higgins, C. A., Thoresen, C. J., Barrick, M. R. (1999). The big five personality traits, general mental ability, and career success across the life span. <i>Personnel Psychology</i>, 52, 621-652.</p> <p>Seibert, S. E., & Kraimer. (2001). The five-factor model of personality and career success. <i>Journal of Vocational Behavior</i>, 58, 1021.</p> <p>Seibert, S., Kriamer, M. L., & Crant, J. M. (2001). What do proactive people do? A longitudinal model linking proactive personality and career success. <i>Personnel</i></p>

			<p><i>Psychology</i>, 52, 845-874.</p> <p>(See Compass – course readings for lecture/discussion)</p>
Oct 2	<u>Workshop # 1:</u> Anatomy of the Self-Assessment Report	<p>How do we integrate the assessment results? How do we develop themes? What insights can we learn from the themes?</p> <p>*** Formative Feedback ***</p> <p>*** Practical tips on how to ACE Simon’s exam ***</p>	<p><u>Readings/Resources:</u> Harrington, B. & Hall, D. (2007). <i>Career management and work-life integration: Using self-assessment to navigate contemporary careers</i>. LA: Sage. (Chapter 3)</p> <p>(See Compass – course readings for lecture/discussion)</p>
Oct 9	Exam	*** Long Exam 1 ***	<p><u>Readings/Resources:</u> None</p>
Oct 16	<u>Workshop # 2:</u> <i>Impactful Resumes and Addressing Selection Criteria</i>	<p>How do we create impactful resumes? How do we bring out the best in ourselves?</p> <p>*** Group Presentation 1 *** Psychological contracts</p> <p>*** Group Presentation 2 *** Career success</p>	<p><u>Readings/Resources:</u> Cole, M. S., Rubin, R. S., Field, H. S., & Giles, W. F. (2007). Recruiters’ perceptions and use of applicant resume information: Screening the recent graduate. <i>Applied Psychology: An International Review</i>, 56(2), 319-343.</p> <p>Cole, M. S., Field, H. S., & Giles, W. F. (2003). Using recruiter assessments of applicant’s resume content to predict applicant mental ability and Big Five personality dimensions. <i>International Journal of Selection and Assessment</i>, 11(1), 78-87.</p> <p>Thomas, P., McMasters, R., Roberts, M. R., & Dombkowski, D. A. (1999). Resume characteristics as predictors of an invitation to interview. <i>Journal of Business & Psychology</i>, 13(3), 339-356.</p> <p>(See Compass – course readings for lecture/discussion)</p>
Oct 23	Recruitment and Selection: Entry from the	*** Group Presentation 3 *** Impression management tactics	<p><u>Readings/Resources</u> Ryan, A. M., McFarland, L., Baron, H., & Page, R. (1999). An</p>

	organization's perspective	How do organizations select employees? What recruitment and selection strategies and approaches are used?	international look at selection practices: Nation and culture as explanations for variability in practice. <i>Personnel Psychology</i> , 52, 359-391. Piotrowski, C., & Armstrong, T. (2006). Current recruitment and selection practices: A National survey of fortune 1000 firms. <i>North American Journal of Psychology</i> , 8, 489-496. (See Compass – course readings for lecture/discussion)
Oct 30	Developing a resilient career and career adaptability special topic: <i>Affective events in the workplace</i>	*** Group Presentation 4 *** Work-family balance How do workplace events impact emotions at work? How do we manage these emotions? What is the role of emotions in negotiation? What are some evidence-based tips that we can use in job negotiations?	<u>Readings/Resources:</u> Wang, L., Northcraft, G. B., & Van Kleef, G. A. (2012). Beyond negotiated outcomes: The hidden cost of anger expression in dyadic negotiation. <i>Organizational Behavior & Human Decision Processes</i> , 119, 54-63. Barsade, S. G., & Gibson, D. E. (2007). Why does affect matter in organizations. <i>Academy of Management Perspectives</i> , 21, 36-59. Ashkanasy, N. M., & Daus, C. S. (2002). Emotion in the workplace: The new challenge for managers. <i>Academy of Management Executive</i> , 16, 76-86. (See Compass – course readings for lecture/discussion)
Nov 6	Developing a resilient career special topic: <i>Power and politics in organizations</i>	***Assessment Due*** Submit Self-assessment report and portfolio at the beginning of the lecture. *** Group Presentation 5 *** Work-family conflict *** Group Presentation 6 ***	<u>Readings/Resources</u> Chapter 14 in Greenberg, J. (1995). <i>Behavior in organizations: Understanding and managing the human side of work</i> . Englewood Cliffs, N.J.: Prentice Hall. Ferris, G. R., Treadway, D. C., Perrewe, P. L., Brouer, R., Douglas, C., & Lux, S. (2007).

		<p>Politics in the workplace</p> <p>What is power and how does this impact workplace dynamics? Do influence tactics enable us to get ahead at work?</p>	<p><i>Political skill in organizations</i>. 33, 290-320.</p> <p>Clark, D. (November, 2012). A campaign strategy for your career. <i>Harvard Business Review</i>.</p> <p>(See Compass – course readings for lecture/discussion)</p>
Nov 13	Developing a resilient career special topic: <i>Career adaptability</i>	<p>*** Group Presentation 7 *** Abusive supervision</p> <p>*** Group Presentation 8 *** Coaching and feedback</p> <p>What is career adaptability? What are the building blocks of career adaptability?</p>	<p><u>Readings/Resources</u> Rudolph, C., Lavigne, K. N., Katz, I. M., & Zacher, H. (2017). Linking dimensions of career adaptability to adaptation results: A meta-analysis. <i>Journal of Vocational Behavior</i>, 102, 151-173.</p> <p>Seibert, S., Kraimer, M. L., & Heslin, P. (2016). Developing career resilience and adaptability. <i>Organizational Dynamics</i>, 45, 245-257.</p> <p>Hirschi, A., Hermann, A., & Keller, A. (2015). Career adaptivity, adaptability and adapting: A conceptual and empirical investigation. <i>Journal of Vocational Behavior</i>, 87, 1-10.</p> <p>(See Compass – course readings for lecture/discussion)</p>
Nov 17 – Nov 25 Thanksgiving Vacation			
Nov 27	Exam	*** Long Exam 2 ***	<u>Readings/Resources</u> None
Dec 4	Career development feedback session	One-on-one individual feedback session	<u>Readings/Resources</u> None
Dec 5 (TBA)	Career development feedback session	One-on-one individual feedback session	<u>Readings/Resources</u> None

E. COURSE REQUIREMENTS AND GRADING

Assessment Summary

Assessment requirements	Weight	Length	Learning Outcomes	Due
Assessment 1a. Formative feedback – two themes (Individual)	None		1, 3, 4, 5, 6, 7	October 2 (to be submitted at the end of the workshop)
Assessment 1b. Self-assessment Portfolio and Career Report (Individual)	35%	4,000 words	1, 2, 3, 4, 5, 6, 7	November 6 (to be submitted at the beginning of the class)
Assessment 2a. Research Presentation/ Group Report (Group)	10%	35 mins.	1, 2	Verbal feedback will be provided.
Assessment 2b. Empirical Research Review Paper (Group) Peer Ratings (Group)	20% 5%	2,500 words	1, 2	The empirical research review should be submitted one week after the group's presentation.
Assessment 3. Contribution and Participation (Individual)	10%		1, 2, 6, 7	Throughout the course.
Assessment 4. Two Long Exams (Individual)	20%	1.5 – 2 hours	1, 2	October 9 and November 27 (to be administered in the class)

Assessment Detail

Assessment 1a: Practice Theme Development (i.e., create 2 themes)

Weighting	None
Purpose	Students will formulate two themes that can be submitted for formative feedback from your tutor. Your submission can be handwritten. You can submit a maximum of two themes and it should not take more than one A4 paper (more than this will not be given feedback). No marks will be allocated.
Deadline	October 2
Preparation	A workshop will be held on October 2 to help the students prepare for their assessment.

Assessment 1b: Self-Assessment Report

Weighting	35%
Purpose	To help you develop personal awareness such that you can determine a career path that will 'fit' you best. Early in the course you will be provided with assessment tools that will help assess your intelligence, values, interests, personality, and skills. You will then have an opportunity to reflect on the results from these tools and synthesize them into a meaningful report that will hopefully provide new insights and recommendations for your future.
Preparation	A workshop will be held on October 2 to help students prepare for their assessment.
Required Format	Please see assignment guidelines.

Assessment 2a and 2b: Empirical Research Presentation and Review Paper

Weighting	Empirical Research Presentation: 10% Empirical Research Review: 20% Peer evaluation: 5%
Purpose	The purpose of Assignment 2a and 2b is twofold: firstly, for you to have a deeper understanding of current research in career management and appreciate how research can inform managerial practice, personal development, and career management. Secondly, for you to improve your presentation skills such that you have experience in delivering useful information in an understandable and engaging way which can lead a group of people in thinking critically about an issue, and contributing to the discussion. To ensure that every member of the team contributed to this assessment, each member of your group will also be asked to complete a peer evaluation. Peer evaluations should be submitted along with the empirical research review.
Deadline	To be submitted one week after your group's presentation, both in a hard copy version and an electronic version via email.
Preparation	An orientation on how to write and prepare for your research report will be provided in class.
Required Format	Please see assignment guidelines.

Assessment 3: Contribution and Participation

Weighting	Contribution and Participation: 10%
Purpose	Contribution and participation in class activities are central components of the learning process in this course. Each student is expected to attend the class fully prepared. This includes completing any self-assessments required and completing the assigned readings. If you do not complete your self-assessments in time when it is being scored and discussed, you will <u>not</u> know how to interpret it, and you will fall behind. Furthermore, it will be obvious whether you have completed the readings each week because you will either be actively participating in the weekly discussion in the tutorials, or you will be sitting there looking blank and lost. Remember, all material from the assigned readings is examinable so it is to your benefit that you keep up with your weekly readings and participate in the discussion to solidify your understanding. If you cannot commit your time and energy, I strongly advise you to consider taking a different course.

	<p>The following are some examples of participation:</p> <ul style="list-style-type: none"> • Raising and answering substantive issues and questions • Sharing relevant ideas, observations and personal experiences • Pointing out relationships to earlier topics, discussions, and simulations. • Helping others develop their views and ideas. <p>From October 16 onwards, there will be a group presenting each week that has done extra background reading, and I will also be there to help guide your understanding. Make sure you take the opportunity to question and clarify your understanding. Please note that you are responsible for all class announcements and handouts, whether you are present or not. Be alert for possible changes.</p>
Deadline	Ongoing; throughout the semester.

Assessment 4: Two Long Exams

Weighting	20%
Purpose	Two long exams consisting of true or false, multiple choice or a hybrid of the two will be administered in the semester. It focuses on understanding of theories and research relevant to career development as well as your ability to apply key concepts and theories in practical situations. The content of the exam includes assigned readings, power point slides, and class discussions.
Preparation	Read the assigned readings and power point slides. Participate in class discussions.
Schedule	October 9 and November 27

The following grading scale will be used:

Letter Grade	Percentage Equivalent (%)
A	96 - 100
A-	92 - 95
B+	88 - 91
B	84 - 87
B-	80 - 83
C+	77 - 79
C	73 - 76
C-	70 - 72
D+	67 - 69
D	63 - 66
D-	60 - 62
F	Below 60

Extra Credit/Bonus

There may be opportunities for you to earn extra credit or bonus points by participating in bonus quizzes, research experiments and helping recruit participants for research. The bonus quiz activities are not announced and will be part of the class activities. Participating in research and helping recruit participants for research are entirely voluntary. If you do not wish to be involved, alternative

arrangements can be made such as completing an alternative assignment. The bonus points and the mechanics for earning extra credit/bonus points will be administered at my discretion.

F. REQUIRED MATERIAL/READINGS

- All readings will be made available through the learning platform. You will be required to complete a series of assessment tools that will be the basis for your self-assessment portfolio and career report. Self-Assessment tools will be distributed/administered (in the case of a standardized ability test) in class. It is YOUR responsibility to ensure you have completed, scored and interpreted all Self-Assessment tools.
- I may distribute additional handouts and assign additional readings. You are responsible for reading and incorporating, where feasible, these additional material into your learning.
- No text and/or group of selected readings could encompass all of the relevant theory, research, and practitioner literature surrounding career planning, career entry, career management, and career development. Students are encouraged to investigate additional books in their exploration of this subject.
- Some topics in career planning are reasonably dynamic and the relevant material in books may date quite quickly. It is therefore important to read and explore around the prescribed text/readings and to monitor relevant periodicals (both practitioner as well as academic journals). I strongly recommend that you use the following journal resources for the integrative research summary (note that this is only a partial list of journals which publish research on career-related issues):

Academy of Management Journal
Academy of Management Learning and Education
Applied Psychology: An International Review
Australian Journal of Career Development
British Journal of Management
Canadian Journal of Career Development
Career Development International
Career Development Quarterly
Human Resource Management
Human Resource Management Journal
Journal of Applied Psychology
Journal of Applied Social Psychology
Journal of Business and Psychology
Journal of Career Assessment
Journal of Career Development
Journal of Management
Journal of Management Studies
Journal of Organizational Behavior
Journal of Occupational and Organizational Psychology
Journal of Vocational Behavior
Organizational Behavior and Human Decision Processes
Personnel Psychology

G. GENERAL GUIDELINES IN SUBMITTING WRITTEN ASSIGNMENTS AND EVALUATING YOUR WORK

- Written assignments are due at the beginning of the class on the due date. A hard copy will be submitted in class and an electronic copy will be submitted via email before the class. You must disclose the Word Count on the first page of your assignment. Adhere to the word count requirements. Assignments which are over the word count will incur a 5 point deduction for every 10 words over the word limit. The word count does not include references and appendices.
- Any late submission will incur 10 points deduction per day late. For example, a paper submitted one day late would incur 10 points deduction from the overall mark; two days late will incur 20 points deduction; so on and so forth.
- All assessments will be marked in accordance to a marking/grading criteria. Please see assignment/assessment guidelines.
- Students who do not show up in their allocated session/team presentation will incur a grade of zero.
- I strongly encourage students to obtain feedback on their writing, formatting, and so forth prior to submitting their assignments. The Center for Writing Studies at the University of Illinois, Urbana-Champaign provides free workshops and writing assistance.

H. ATTENDANCE SPECIAL CONSIDERATIONS

- Students are expected to come to class and back from breaks on time.
- I will only allow two absences. Beyond that, I will excuse an absence only in emergency situations (e.g., death notice, a medical certificate from a doctor indicating more than simply an appointment, etc.)
- I am committed to support the needs of all students. Students who have special needs or a disability must be registered with the Division of Disability Resources & Education Services (DRES). Please contact me within the first two weeks of the semester. DRES application information is available at: <http://disability.illinois.edu/applying-services>.
- Make-up exams will only be given with an official University excused absence or due to extreme circumstances (e.g., death in the family, participation in legal proceedings requiring your attendance, confinement in a hospital based on doctor's recommendation). An official excused absence must include evidentiary support.

I. ACADEMIC INTEGRITY

The University rules regarding academic integrity, examination and other official provision will be enforced and should be reviewed by all students (<http://studentcode.illinois.edu/index.html>).