



## 590CMT: Career Management || Fall 2019 (Draft Syllabus: 08.22.19)

University of Illinois at Urbana - Champaign

School of Labor and Employment Relations

Tuesdays: 2:00 pm – 4:50 pm || Venue: TBA

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### A. INSTRUCTOR INFORMATION

Professor:	Simon Lloyd D. Restubog, PhD
Office Phone:	(217)-300-8007
Email:	<a href="mailto:simon.restubog@illinois.edu">simon.restubog@illinois.edu</a> (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.

### B. COURSE DESCRIPTION

This is the course for students looking to enhance their understanding of career management practices. Guided by theory and research, we will focus on three important and interrelated domains. First, the course provides a framework for understanding career development – covering topics such as the changing nature of work and theories and models of careers. Second, we look at basic career enhancing skills – including navigating the job/internship application process (e.g., mastering interviews, participating in simulated development assessment centers), developing career adaptability and managing job entry and survival. Finally, as future HR specialists/ managers, you are often required to mentor and advise others on their careers. As such, we will look at key career management functions – such as mentoring and coaching of personnel, conducting career assessments, among others. The class sessions will include a range of activities, including lectures, presentations by industry experts, structured learning exercises and case studies.

### 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. develop career management skills to navigate one’s career;
4. identify and demonstrate the application of various tools and career assessment strategies;
5. assist individuals in examining their personal attributes, skills, and values, and integrating those into effective goals and career choices.

**Approach to Teaching and Learning and Course Expectations**

I subscribe to the tenets of a learner-centered 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 that you wish to share. In essence, maximizing your learning requires that you read the assigned material and actively participate in class 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. If such an incident occurs (e.g., using personal emails, instant messaging, facebook or social network websites, internet browsing unrelated to the class), you will be asked to leave the class. Powerpoint slides/handouts will be distributed in class.**

The course content will be a blend of research, theory 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 and industry guest speakers) that have well-defined objectives and replicate the real-world context.

**Feedback**

Students will be given feedback in the following areas:

1. Written feedback on individual presentations.
2. Written feedback on client career assessment report.
3. Verbal feedback to the whole class.

**D. TOPICS**

<u>Date</u>	<u>Key Issues Discussed and Activities</u>	<u>Readings/Reminders</u>
Aug 27	Overview of the course: Course orientation, expectation setting and topic allocation	<b><u>Readings/Resources:</u></b> Readings/Resources: Read “The Study of Careers”

	<p>Importance of careers and the study of careers.</p> <p><b><u>Key questions:</u></b>          What is a career? How is it conceptualized? Who manages one's career?</p>	<p>In Feldman, D. (1988). <i>Managing careers in organizations</i>. Glenview, Scott, Foresman.</p> <p>Hall, D. T., &amp; Moss, J. E. (1998). The new protean career contract: Helping organizations and employees adapt. <i>Organizational Dynamics</i>, 26, 22-37.</p> <p><b><u>Reminder:</u></b>          Complete the following inventories. These inventories will be scored and interpreted in the next session.</p> <ol style="list-style-type: none"> <li>1) Holland's vocational choice inventory</li> <li>2) Career anchors test</li> <li>3) Ideal Job Description</li> <li>4) Structured autobiography</li> </ol>
Sept 3	<p>Theoretical foundations of career development.</p> <p><b><u>Key question:</u></b>          What are the conceptual foundations of career development?</p> <p>Scoring and interpretation of <i>Holland's vocational choice inventory</i> and <i>Career anchors scale</i>.</p>	<p><b><u>Readings/Resources:</u></b>          Read the following:</p> <p>"John Holland's theory of types and person-environment interactions"</p> <p>"Lent, Brown and Hackett's Social Cognitive Career Theory"</p> <p>In Sharf, R. S. (2010). <i>Applying career development theory to counseling</i>. Brooks/Cole: Cengage Learning.</p> <p>Schein, E. H., &amp; Van Maanen, J. (2016). Career anchors and job/role planning: Tools for career and talent management. <i>Organizational Dynamics</i>, 45, 165-173.</p>
Sept 10	<p>Model of career management.</p> <p><b><u>Key questions:</u></b>          What are career goals and work values? How are these factors congruent or fit organizational values?</p> <p>Student discussant/co-facilitator</p> <p><i>Guest Speaker</i></p>	<p><b><u>Readings/Resources:</u></b>          Chapter 3 and Chapter 5 in Greenhaus, J. H., Callanan, G. A., &amp; Godshalk, V. M. (2010). <i>Career management</i> (4th ed.). LA: Sage.</p> <p>Vogel, R. M., &amp; Feldman, D. C. (2009). Integrating the levels of person-environment fit: The roles of vocational fit and group fit. <i>Journal of Vocational Behavior</i>, 75, 68-81.</p> <p><b><u>Reminder:</u></b>          Complete the <i>Kiersey Temperament Sorter</i>, <i>Emotional intelligence test</i> and the <i>Big Five Inventory</i>. We will discuss the results in the next session.</p>

Sept 17	No class  <b>Initial data collection</b> (i.e., administer career assessment tools to your client)	<b><u>Readings/Resources:</u></b> Utilize career assessment tools
Sept 24	Personality and careers.  <b><u>Key questions:</u></b> How does personality (e.g., Big 5 general traits and narrow traits – proactive personality, Machiavellianism, and emotional intelligence) predict career success? What does it take to get ahead?  Scoring and interpretation the <i>Kiersey Temperament Sorter</i> , <i>Emotional Intelligence Test</i> , and the <i>Big Five Inventory</i>  <i>Guest speakers (senior executives from CoreMark)</i> <i>Climbing the corporate ladder: The path towards an executive career</i>  Student discussant/co-facilitator	<b><u>Readings/Resources</u></b> Seibert, S. E., & Kraimer. (2001). The five-factor model of personality and career success. <i>Journal of Vocational Behavior</i> , 58, 1021.  Seibert, S., Kraimer, M. L., & Crant, J. M. (2001). What do proactive people do? A longitudinal model linking proactive personality and career success. <i>Personnel Psychology</i> , 52, 845-874.
Oct 1	Continuation of discussion on personality and careers  Anatomy of the client career assessment report (CCAR)  <b><u>Key question:</u></b> How do we integrate the career assessment results of the client and develop evidence-based recommendations?  *** <b>Formative Feedback</b> ***  Class review prior to the exam	<b><u>Readings/Resources:</u></b> Harrington, B. & Hall, D. (2007). <i>Career management and work-life integration: Using self-assessment to navigate contemporary careers</i> . LA: Sage. (Chapter 3)
Oct 8	*** <b>Long Exam 1</b> ***	<b><u>Readings/Resources:</u></b> None
Oct 15	Recruitment and Selection: Entry from the organization's perspective  <b><u>Key questions:</u></b> How do organizations select	<b><u>Readings/Resources:</u></b>  Zhao, H., & Liden, R. C. (2011). Internship: A recruitment and selection perspective. <i>Journal of Applied Psychology</i> , 90, 221-229.

	<p>employees? What recruitment and selection strategies and approaches are used?</p> <p><i>Guest speakers</i></p> <p>Selection simulations</p> <p>Student discussant/co-facilitator</p>	<p>Piotrowski, C., &amp; 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.</p>
Oct 22	<p>Idiosyncratic deals and job negotiation strategies</p> <p><i>Guest speaker</i></p> <p>Student discussant/co-facilitator</p>	<p><b><u>Readings/Resources:</u></b></p> <p>Markman, A. (2019). Why having a target salary in mind can derail a job negotiation. <i>Harvard Business Review</i>.</p> <p>Malhotra, D. (2014). Rules for negotiating job offers. <i>Harvard Business Review</i>.</p> <p>Rousseau, D. M., Tomprou, M., &amp; Simosi, M. (2016). Negotiating flexible and fair idiosyncratic deals (i-deals). <i>Organizational Dynamics</i>, 45, 185-196.</p>
Oct 29	<p>Finding a mentor and developing mentoring/coaching skills</p> <p>Guest speaker</p> <p>Student discussant/co-facilitator</p>	<p><b><u>Readings/Resources:</u></b></p> <p>Smith-Jentsch, K., A., Sullivan, S. E., &amp; Ford, R. C. (in press). Toxic mentors and how to deal with them. <i>Organizational Dynamics</i>.</p> <p>Ragins, B. R. (2016). From the ordinary to the extraordinary: High-quality mentoring relationships at work. <i>Organizational Dynamics</i>, 45, 228-244.</p>
Nov 5	<p>Managing “Star Performers”</p> <p><i>Guest speaker</i></p> <p>Student discussant/co-facilitator</p>	<p><b><u>Readings/Resources:</u></b></p> <p>Aguinis, H., &amp; Bradley, K. J. (2015). The secret sauce for organizational success: Managing and producing star performers. <i>Organization Dynamics</i>, 44(3), 161-168.</p> <p>Kim, E., &amp; Glomb, T. M. (2014). Victimization of high performers: The roles of envy and work group identification. <i>Journal of Applied Psychology</i>, 99,619-634.</p>
Nov 12	<p>Detecting and dealing with politics and power in organizations</p> <p><i>Guest Speaker</i></p>	<p><b><u>Readings/Resources:</u></b></p> <p>Parker, S. K., &amp; Liao, J. (2006). Wise proactivity: How to be proactive and wise in building your career. <i>Organizational Dynamics</i>, 45, 217-227.</p>

	Student discussant/co-facilitator	Ferris, G. R., Perrewew, P. L., Anthony, W. P., & Gilmore, D. C. Political skill at work. <i>Organizational Dynamics</i> , 28, 25-37.
Nov 19	<b>*** Client case presentations and formative feedback ***</b>	<b><u>Readings/Resources:</u></b> None
Nov 26	<b>Thanksgiving break</b>	
Dec 3	<b>*** Long Exam 1 ***</b>  <b>*** Submission of client career assessment report ***</b>	<b><u>Readings/Resources:</u></b> None

## E. COURSE ASSESMENTS

### Assessment Summary

Assessment requirements	Weight	Length	Learning Outcomes	Due
Assessment 1a. Formative feedback – two themes	Bonus 5%	1 page	1, 3, 4, 5	October 1 (to be submitted at the end of the workshop)
Assessment 1b. Client Career Assessment Report	35%	3000 to 4000 words excluding references and title page	1, 2, 3, 4, 5	December 3 (to be submitted at the beginning of the class)
Assessment 1c. Client Career Assessment Presentation	15%	20 – 30 minutes	1, 2, 4, 5	November 19
Assessment 2. Class facilitation/discussion	15%	20-30 minutes	1, 2	To be assigned
Assessment 3. Contribution and Participation	10%	On-going	1, 2, 3	Throughout the course.

Assessment 4. Two Long Exams	20%	1 -1.5 hours	1, 2	<p>October 8 and December 3 (to be administered in the class)</p> <p>Bonus points can be earned to supplement exam scores.</p> <p>Exam performance will be curved based on class performance.</p>
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### Assessment Detail

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

Weighting	Bonus 5%
Purpose	Students will formulate two themes that can be submitted for formative feedback. Your submission can be handwritten. You can submit a maximum of two themes (Maximum one page).
Deadline	October 1, 2019
Preparation	A workshop will be held on October 2 to help the students prepare for their client career assessment report.

#### **Assessment 1b: Self-Assessment Report**

Weighting	35%
Purpose	<p>As future HR specialists, you will be responsible in facilitating the career growth of others. Using evidence-based tools, you will have a hands-on opportunity to conduct career assessments to assist a client to examine his/her personal attributes (e.g., values, personality, skills, etc.) that can help him/her develop effective goals, identify suitable career choices or address any career-related needs/challenges.</p> <p>Early in the course you will be provided with assessment tools that will help assess your values, interests, personality, and skills. You will then have an opportunity to administer these tools to your client, score, interpret, and synthesize them into a meaningful report that will hopefully provide new insights and recommendations for their future careers.</p> <p>The following assessment tools will be administered to your client:</p> <ol style="list-style-type: none"> <li>1) Holland's vocational choice inventory</li> <li>2) Career anchors test</li> <li>3) Ideal job description</li> <li>4) Work values inventory</li> <li>5) Kiersey temperament sorter</li> <li>6) Emotional intelligence test</li> <li>7) Big five inventory</li> <li>8) Structured autobiography</li> </ol>

Preparation	A workshop will be held on October 1 to help students prepare for their assessment.
Required Format	Please see assignment guidelines.

### Assessment 1c: Client Career Case Report Presentation

Weighting	15%
Purpose	The purpose of this assessment is two-fold: Firstly, for you to present background information about the client, key findings (e.g., themes that were developed) and practical recommendations. Secondly, for you to engage in a critical discussion about the client’s case and obtain feedback to better help address the client’s career-related needs, problems and challenges.
Deadline	November 19, 2019

### Assessment 2: Class Facilitation and Discussion

Weighting	15%
Purpose	<p>The purpose of this assessment is twofold: Firstly, for you to have a deeper understanding of current research in career management and develop an appreciation of how key research findings inform career prospects, choices and advancement. Secondly, for you to improve your presentation skills such that you have experience in delivering useful information in an understandable and engaging way which enables your classmates to think critically about an issue, and to contribute to the discussion.</p> <p>Students will lead and facilitate the discussion for each session. The lead discussants are responsible for identifying, summarizing the key concepts and findings of the supporting readings/articles (15 minutes) followed by a series of open-ended questions that can be the basis for another 15-minute discussion. The supporting articles should have been published in the past 10-15 years (see below for recommended journals. If the article was published prior to 2004, please obtain my approval first). <b>Please disseminate the article to class members on or before Friday.</b></p> <p>The aim of this assessment is to: a) facilitate an engaging class activity including discussion questions, b) present a case/problem or c) facilitate a discussion on research findings that meaningfully build or extend the assigned readings and stimulate further discussion and debate. <b>Please send me a copy of your discussion questions (along with the problem/case and additional research paper) by Thursday (not later than 1 pm) so that I can provide feedback.</b></p>
Deadline	To be assigned

### Assessment 3: Contribution and Participation

Weighting	Contribution and Participation (5%) and Check-up Quizzes (5%)
Purpose	Research evidence suggests that approximately 70%-80% do not read the assigned material before class (Clump, Bauer, & Bradley, 2004; Podelefsky & Finkelstein, 2006). To ensure that students are well-prepared and have done the pre-reading, check-up quizzes (5%) will be administered commencing on

	<p>September 3. The check-up quizzes will consist of 5 <u>very easy</u> open-ended or true/false or multiple-choice questions to check your basic understanding of the assigned material. You will be allowed to drop your lowest check-up quiz score. There will be no make-up for check-up quizzes. If you miss 1 session, this will be considered as the lowest quiz score.</p> <p>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 the self-assessments (so that you will know how to administer, score and interpret your client's self-assessment tools) and completing the assigned readings. If you do not complete the self-assessment tools in time when it is being scored and discussed, you will <u>not</u> know how to interpret it, and you will fall behind.</p> <p>Furthermore, it will be obvious whether you have completed the readings each week because you will either be actively participating in the weekly discussion, 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.</p> <p>The following are some examples of participation:</p> <ul style="list-style-type: none"> <li>• Raising and answering substantive issues and questions</li> <li>• Sharing relevant ideas, observations and personal experiences</li> <li>• Pointing out relationships to earlier topics, discussions, and simulations.</li> <li>• Helping others develop their views and ideas.</li> </ul>
Deadline	Throughout the semester.

#### Assessment 4: Two Long Exams

Weighting	20%
Purpose	Two long quizzes 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 8 and December 3, 2019

The following grading scale will be used:

Letter Grade	Percentage Equivalent (%)
A+	96 - 100
A	92 - 95
A-	89 - 91
B+	85 - 88

B	82 - 84
B-	79 - 81
C+	76 - 78
C	72 - 75
C-	69 - 71
D+	66 - 68
D	63 - 65
D-	60 - 62
F	Below 60

## F. REQUIRED MATERIAL/READINGS

- Some readings will be made available through COMPASS. Other references will be made available in the reserved section of the library.
- I may distribute additional handouts and assign additional readings. You are responsible for reading and incorporating, where feasible, these additional materials into your learning.
- **Power point slides/handouts will be distributed in class. It will be uploaded in COMPASS after the class.**
- Some topics in career management 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 client career assessment report and discussion and co-facilitation course requirements (note that this is only a partial list of journals which publish research on career development and career management):

*Academy of Management Journal*  
*Academy of Management Perspectives*  
*Applied Psychology: An International Review*  
*British Journal of Management*  
*Human Resource Management*  
*Human Resource Management Journal*  
*International Journal of Selection and Assessment*  
*International Journal of Human Resource Management*  
*Journal of Applied 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 Health Psychology*  
*Journal of Occupational and Organizational Psychology*  
*Journal of Vocational Behavior*  
*Leadership Quarterly*

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

- **An electronic copy (MS Word document version) of the client career assessment report will be submitted via email.** Please abide by the word count. I will not read additional pages beyond the maximum. The cover page, references, tables/figures, and appendices are not included in the page limit.
- **Any late submission will incur a deduction of 10 points per day late.** For example, a paper submitted one day late would incur a 10-point deduction from that specific assessment requirement; two days late will incur a deduction of 20 points and so forth.
- **Students who do not show up in their allocated session/presentation will incur a grade of zero.**
- All assessments will be graded in accordance to grading criteria that I will distribute in class.
- I strongly encourage students to obtain feedback on their writing, formatting and so forth prior to submitting their assignments. The UIUC's Center for Writing Studies provides free workshops and writing assistance.

## **H. ATTENDANCE, FEEDBACK AND 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 a life-long learner and would welcome feedback from the students throughout the course. The feedback is mutually beneficial. From the professor's perspective, it will help me improve my teaching so that I can make the course more interesting and also help the students succeed. From the students' perspective, it will allow the students to communicate their needs and difficulties. To address these objectives, I will appoint a **class committee** (consisting of 3 members) which will be responsible for collecting anonymous feedback from class throughout the semester. I will meet the class committee to discuss any issues or concerns.
- 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, hospital stay 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>).