

# **HRM 4430 Career Management Course Outline WINTER 2020**

## **Section N**

Professor: Mahbubul Alam

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Office Hours: By Appointment

Location: Rm. 121, Atkinson Building

**Class Time: Mondays, 11:30 am-2:30 pm**

### **REQUIRED TEXT(s):**

Inkson, K., N. Dries & J. Arnold (2015), *Understanding Careers: The Metaphors of Working Lives*, Sage Publications (available in York U bookstore)

Other readings and cases will be posted on the course website. Students should monitor the site on a regular basis.

### **LEARNING OBJECTIVES:**

- Students will develop a wide range of skills to manage their own careers effectively in the contemporary labour market.
- Students will understand the societal, organizational and individual factors that impact on career choice and career experiences – including the impact on career success.
- Students will understand the impact of relationships with others on career decisions and how and why careers change over time.
- Students will understand the importance of finding ‘fit’ between personal and professional aspirations, capabilities and views on life balance.
- Students will understand the opportunities and challenges of pursuing an international career including the impact on career advancement and family/personal relationships.

**SCHEDULE:**

	<b>TOPIC</b>	<b>READINGS</b>	<b>NOTES</b>
1. 6 Jan	Introduction What is a Career?	Chapter 1 and Chapter 2	Introduction Lecture & Discussion
2. 13 Jan	The Intelligent Career/ Career Capitalism, Knowing who, knowing why, knowing how	Reading to be posted on website	Lecture & Discussion How to be a Career Capitalist
3. 20 Jan	Careers as Inheritance	Chapter 3	Lecture & Discussion
4. 27 Jan	Careers as Action	Chapter 5	Lecture & Discussion Group presentation <b>Group A</b>
5. 3 Feb	Career as Fit	Chapter 6	Lecture & Discussion Group presentation <b>Group B</b>
<b>10 FEB</b>	<b>IN CLASS MID-TERM</b>		
6. 24 Feb	Careers as Roles	Chapter 8	Lecture & Discussion Group Presentation <b>Group C</b>
7. 3 Mar	Careers as Relationships	Chapter 9	Lecture & Discussion Group Presentation <b>Group D</b>
8. 10 Mar	Careers Self-Management	Chapter 12	Lecture & Discussion Group Presentation <b>Group E</b>
9. 17 Mar	Organizational Career Management	Chapter 14	Lecture & Discussion Group Presentation <b>Group F</b>
10. 24 Mar	Looking to the future: Managing your career as a 'high potential'	Assigned Readings	Lecture & Discussion Group Presentation <b>Group G</b>

## COURSE EVALUATION:

**NOTE: STUDENTS MUST COMPLETE ALL ASPECTS OF THE COURSE, THERE IS NO FACILITY TO TRANSFER MARKS FROM ONE COMPONENT TO THE NEXT.**

<b>Evaluation component</b>	<b>% Mark Allocation</b>
<b>Group Presentation</b>	<b>20%</b>
<b>Mid Term Exam</b>	<b>40%</b>
<b>Final Assignment</b>	<b>30%</b>
<b>Class Participation</b>	<b>10%</b>

You will be evaluated in the following activities:

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**1. Group Case Person Presentation 20%**

Each group will select a 'case study person' whom they will interview outside of class about their career to date. This should be someone whom they perceive to be 'mid-career' with professional experience in an organization. It could be a business acquaintance, a friend or family member.

**As a group you will present your 'case study person' to the rest of the class on the allocated date. Each presentation should include the following**

1. A brief description of the case study person and key highlights of their career.
2. An analysis of the case study person with respect to the course content indicated in the schedule. For example your group may be asked to analyse your case study person according to theory and content on 'career as roles'. This would involve analysing the different roles the person has played in their career thus far and how the different roles have impacted on their career say their role as father/mother or friend. Another group might be asked to analyse their case study person according to theory and content on career as 'fit' which would mean exploring their career choice and whether or not there is a 'fit' between the person's skills and capabilities and interests and their career thus far.
3. Identification of the challenges that the person is currently facing in their career **with specific reference to your allocated theme area, e.g. fit, balancing their roles etc.**
4. **Presentation of solutions/recommendations for how they might address the identified challenges they are facing in #3.** Be sure that your solutions/recommendations are practical (e.g. taking into consideration the person's capabilities and social situation etc.). It is important that your solutions/recommendations would 'make sense' to the individual but also that they make sense theoretically.
5. **Responding to questions posted by the rest of the class**

**Presentations should last for 30 mins with 15 minute Q & A.**

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2. **Mid Term Exam to be held IN-CLASS on MONDAY, February 10, 2020**  
**12pm-2pm (includes reading time) on Moodle (all details to be provided)**  
**40%**

This exam will be done on-line on the Moodle Site, further instructions to be provided in class.

Students will be asked to answer **two essay-type questions.** Both questions will draw on course content covered up to the date of the exam.

You must notify the course director within **three working days** after the date of the exam if you were unable to attend **and** provide an **attending physician's statement** to explain your absence. Requests for leniency in this matter will not be entertained.

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3. **Final Assignment**      **30%**

You will be asked to write an essay **requiring reflection on your personal experience/future career aspirations.** The question will draw on **all of the course content.** Detailed explanation/instructions will be posted on Moodle. **TO BE SUBMITTED BY APRIL 1, 2020 by 5 pm.**

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4. **Participation**              **10%**

Participation relates to willingness to contribute to class discussions drawing on course content and personal experience. Simply showing up to class **does not** constitute active participation and will score only minimum marks. **In order to get full marks for participation you should take an active part in class discussions and activities.**

All members of each group will be expected to contribute to their group's performance, including attending meetings outside of class as well as presenting their findings in-class. They will be expected to complete all of the work assigned by their group in a timely fashion.