

SCHOOL OF HUMAN RESOURCE MANAGEMENT
YORK UNIVERSITY



HRM 4430 CAREER MANAGEMENT

COURSE SLIDES SHOULD BE READ TOGETHER WITH THE

COURSE TEXT: Inkson, K., Dries, N., & Arnold, J.

(2015), Understanding Careers, Sage Publications. (available in York U bookstore)

Course instructor: Viktoriya Voloshyna

EMAIL: voloshyn@yorku.ca

REQUIRED TEXTBOOK:

Inkson, K., Dries, N., & Arnold, J. (2015), Understanding Careers, Sage Publications.
(available in York U bookstore)

CAREER MANAGEMENT AP/HRM 4430 B

Course instructor(s): Viktoriya Voloshyna

Email Contact: voloshyn@yorku.ca

Here are some useful links for student computing information, resources and help:

[Student Guide to Eclass](#)

[Zoom@YorkU Best Practices](#)

[Zoom@YorkU User Reference Guide](#)

[Computing for Students Website](#)

[Student Guide to eLearning at York University](#)

To determine Internet connection and speed, there are online tests, such as [Speedtest](#), that can be run.

ROLE OF THE PROFESSOR

The role of the professor is to stimulate and guide discussion to achieve learning objectives. This may involve asking questions that probe the depth of student understanding of issues, reviewing a theoretical concept that is difficult to understand, and encouraging students to present different points of view. The professor will also aim to provide students with valuable feedback that will be useful in improving future work.

ROLE OF THE STUDENT

The role of the student is to be an active and responsible learner. To achieve this, and to perform well in this course, students must:

1. **Attend** – In addition to reviewing some of the textbook content, lectures will introduce new content that you will be responsible for on assignments/exams. ****It is your responsibility to keep informed of changes, new material, and missed content- Check the course web page regularly for updates and announcements.**
2. **Prepare** – To maximize your learning and to get the most out our class time, it is imperative that you come to class prepared. You are expected to read the assigned material before class each week. You may be called upon to start/contribute to a class discussion on any day. Furthermore, reading the assigned material before class will help you to follow and understand the lectures which, in most cases, will involve material that builds on what you have already read. It is very easy to fall behind on your readings. Learning is most successful when done over time and with practice. Therefore, to do your best in this course you must keep up with your assigned readings.

COURSE DESCRIPTION

Many of you are at an important stage of your careers, about to embark on an important career transition and/or planning for your future career path outside of university. You will develop your careers in a rapidly changing environment. You may change your career direction several times and you will likely have more career opportunities than previous generations did.

While organizations may still help you manage your career, more and more is expected from you.

This course is designed to help **you** understand careers better as organizational phenomenon by combining several methods. You will be exposed to most important career theories and research in this field and you will engage in extensive use of the case method. To further increase your competence in managing careers and to maximize your learning experience you will be asked to complete several exercises, engage in group discussions. The goal is to examine and develop necessary skills understand **career** more effectively.

COURSE'S GOALS

1. To understand and be able to apply current career theories and research in understanding the role of career in people's lives.
2. To improve skills in critical analysis and problem solving.
3. To become familiar and aware of basic types of career forms, from the traditional organizational career to more contemporary mobile and boundaryless careers.
4. Use career cases (mini and longer cases), class instruction, self-assessments as tools to better understand your own career and develop skills to analyze, plan and take career action.
5. To learn more about yourself and understand implications of the changing context in which our careers develop on your professional and personal lives.

Any additional readings students will be given references to search on their own or will be posted on the course website.

COURSE EVALUATION

COURSE COMPONENT	WEIGHT	DATE
Midterm exam	25%	TBA
Team projects: case analysis (written group report)	20%	TBA
Famous personality career exercise	20%	TBA
Final assignment	35%	TBA

COURSE CONTENT AND CLASS SCHEDULE

NOTE: Please note that this schedule is subject to minor changes. The instructor reserves the right to add an additional reading for a specific class if he/she deems it necessary for better understanding of the topic or to make minor changes to the sequence of readings. These changes/readings will be announced in advance and often distributed in class and/or posted on the intranet. It is your responsibility to keep on top of the readings.

NOTE: this course does not have a predetermined schedule. This course is divided into 2 modules. Module 1 should be completed before the midterm exam. Module 1 has 5 major topics and they should be completed before the midterm. Although the order of the topics does not matter, I strongly suggest you to follow the order they are posted on Eclass. You should begin the course in Module 1, and complete it before moving onto the next module. The module 2 has another 5 major topics that should be completed before the final assignment. The topics within the modules have been organized in a sequential order, so that you enhance career theories and management knowledge as you move from one topic to the next. While you can complete the modules at your own pace, a suggested timeline for completing the course has been provided in the schedule of readings and activities.







For each module and topics, there is a series of assigned readings that must be completed. To help you make sense of the assigned texts, each text is accompanied by PowerPoint presentation and extensive notes as well as by a set of guided reading questions and videos.

- I encourage you to begin each module by first attempting to read the assigned text by yourself. Afterwards, please read lecture and notes as well as watch videos posted as part of your slides as additional material.
- The next step is to answer the guided research questions. The guided reading questions will orient your focus to the major concepts, ideas, theories in the assigned reading.
- I left small icons* (see below) for you to be able to read and understand what is required from you to do with the assigned material. Addressing questions and videos is extremely important for your understanding the material of the course. You will have until the end of each module to complete and submit all work for that module. You are encouraged to submit your assignments before the final due dates listed in the schedule of readings.

Course readings

[Copyright Support staff are available for helping instructors link readings to York University's e-resources at copy@yorku.ca. Please also visit the [York Bookstore webpage](#) for ordering e-books and for the free shipping of course books/kits to students with a Canadian address.]

ICONS TO HELP YOU TO READ MORE EFFECTIVELY

-  An activity that might require a bit of writing
-  'Think on your own' and try to answer questions
-  An example that might require reading and reflection
-  Read a case from the book
-  There is a definition that requires attention
-  There is a video that requires watching and reflection

***Icons that will help you to understand course Power point Slides.**

READINGS AND COURSE SCHEDULE

MODULE 1	TOPICS
Week 1	<p>COURSE INTRODUCTION: DEFINING ‘CAREERS’ THROUGH METAPHOR</p> <p>Readings: Inkson, K., Dries, N., & Arnold, J. (2015), Understanding Careers, Sage Publications. (available in York U bookstore), Chapter 1</p>
Week 2	<p>CAREERS AS INHERITANCE</p> <p>Inkson, K., Dries, N., & Arnold, J. (2015), Understanding Careers, Sage Publications. (available in York U bookstore), Chapter 3</p>
Week 3	<p>CAREERS AS CYCLES</p> <p>Readings: Inkson, K., Dries, N., & Arnold, J. (2015), Understanding Careers, Sage Publications. (available in York U bookstore), Chapter 4</p>
Week 4	<p>CAREERS AS ACTION</p> <p>Readings:</p>

	Inkson, K., Dries, N., & Arnold, J. (2015), Understanding Careers, Sage Publications. (Available in York U bookstore), Chapter 5
Week 5	CAREERS AS FIT Readings: Inkson, K., Dries, N., & Arnold, J. (2015), Understanding Careers, Sage Publications. (available in York U bookstore), Chapter 6
Week 5	<i>MIDTERM</i>
Week 6	Reading week
Week 7	CAREERS AS ROLES Readings: Inkson, K., Dries, N., & Arnold, J. (2015), Understanding Careers, Sage Publications. (available in York U bookstore) Chapter 8
Week 8	CAREERS AS RELATIONSHIPS Readings: Inkson, K., Dries, N., & Arnold, J. (2015), Understanding Careers, Sage Publications. (available in York U bookstore) Chapter 9
Week 9	CAREERS AS STORIES' TELLING STORIES TO OTHERS Readings: Inkson, K., Dries, N., & Arnold, J. (2015), Understanding Careers, Sage Publications. (available in York U bookstore) Chapter 11
Week 10	CAREER SELF-MANAGEMENT Readings: Inkson, K., Dries, N., & Arnold, J. (2015), Understanding Careers, Sage Publications. (available in York U bookstore), Chapter 12 Please also watch Steve Jobs' Stanford Speech from 2005 on You Tube before online discussion: http://www.youtube.com/watch?v=D1R-jKKp3NA
Week 11	CAREERS AS JOURNEYS Readings: Inkson, K., Dries, N., & Arnold, J. (Previous edition), Understanding Careers, Sage Publications. Chapter 7
Week 12	ORGANIZATIONAL CAREER MANAGEMENT Readings: Inkson, K., Dries, N., & Arnold, J. (Previous edition), Understanding Careers, Sage Publications. Chapter 14

	Project presentations and written reports due
TBA	Final assignment

Mid-term exam (25%): The midterm examination will be held during the scheduled time. It will include all material covered in classes up to that day and including all readings and exercises completed so far. Any student missing this exam, for **ANY REASON** will have the weighting transferred to the final.

Team project (20%): Case Analysis Written Report

In the beginning of the semester students will be divided into groups via Eclass portal. Each group will be assigned a case. Groups’ objective is to understand the issues and the whole situation demonstrated in the case. You will need to carefully examine all the aspects of the case and find a solution. The report should answer the question set and draw on the theory covered in the course. A case study written analysis requires your team to investigate a business problem, examine the alternative solutions, and propose the most effective solution using supporting evidence. Before your team begins writing, your group efforts should follow some guidelines to help you prepare and understand your case better. This assignment should help your team to use business concepts and theories that are part of your course work.

- Overview of situation and context
- Identification of problem(s)
- Proposed solutions or recommendations

Once you have gathered the necessary information, a draft of your analysis should include these general sections, but these may differ depending on your assignment directions or your specific case study.

Your **written report** should be no longer than **10 pages**, double-spaced, with numbered pages, 1inch margins and font Times New Roman -size no smaller than 12-point. The title page, references and appendixes (if any) *do not* count in the page limit. Please use APA citation style. **Submission.** The report should be in electronic format, and submitted to the course website on the day of the deadline (TBA). **Please note late submission of assignments will incur a penalty (up to 3 days – 5%; 4-7 days 10%, no assignments will be accepted after the 7th day and will result in a failing grade)**

Remember that one of the objectives of this project is to **apply theories/concepts/ideas from the class** and the text to a real-life case study. You may need to look over those topics/chapters coming up in order to use some of that material later in the course as well. *One of the things that you will be graded on is your ability to APPLY course material in your project, so make sure that your report refers to these concepts.*

Famous personality career exercise (20%):

You need to research a personality of your choice (could be someone still engaged in his or her career) or someone from the past (from the arts, media, science, politics, etc). You need to identify 2 metaphors from the main text book that might be applied to that person and describe his or her personality with these two metaphors. You are to hand in a final copy of his exercise – which is a 2 -3 double space page summary of how **you applied these metaphors** to the life/career of the person you chose.

Final assignment: Exploring a job/occupation of my choice (35%)

This project will help you achieve one of our main course goals, that is to help YOU understand and explore your future career options, and to better prepare you for future career transitions. You are to identify a particular job/occupation which you may be genuinely interested in pursuing. You may well be attracted to more than one occupation. In fact, you might even discover, after you've studied the job/occupation in detail over the course of this project, that you don't want to pursue this option. But in the process of discovering this, you'll have learned a lot about what you're looking for in your career, and you'll have a much better idea about what you need to *do* to get there. Your objective is to collect as much information as possible on this job/occupation and to interview an individual (you can also do 2 interviews if wish) currently working in this field. Your goal is to become sufficiently educated about the particular job/occupation to be able to make a well-informed decision on whether you think it is a good 'fit' for you and exactly how you may pursue that option after finishing your studies.

For example- Job: HRM Strategy Consultant

- What do Strategy Consultants do?
- What kind of personality characteristics may be well suited for this job?
- Where can we find postings for this particular position?
- What role does networking play in finding this kind of work?
- What do recruiters look for in hiring for these jobs?
- What kind of educational/work background does one need to pursue that occupation?
- What are the benefits/downsides of working as Strategy Consultant?
- What is the career progression like?
- What is a 'day in a life of....
- Any hidden challenges to working in this field?

NOTE: These are only some of the questions that you may consider asking for your project.

Research Required:

You will need to tap into many different sources in doing research on the particular job/occupation. Part of your grade for the project will be based on the variety of sources you were able to consult. Interviewing people working in the particular job/occupation or those hiring for it is likely to be very useful (all interviews must be fully or at least partially transcribed). In addition, there are likely to be experts who know a lot about it, even though they might not

necessarily be practitioners themselves. For example, career counselors may be helpful, or if you are exploring a particular profession like the law or teaching, the professional body itself will certainly have a lot of information available and some of its officers may be prepared to talk to you.

You should also collect data from a variety of published sources. The Library, media sources, scholarly articles and the Internet will have a lot of helpful material. Career Centers may also have extensive resources which you should access. Search for any recent news about this job/occupation or labour market in relation to it. Learn what is written about these professionals. Imagine you are being a 'Career detective' and are exploring this particular job/occupation!

Your **written report** should be no longer than **8 pages**, double-spaced, with numbered pages, 1 inch margins and font Times New Roman -size no smaller than 12-point. The title page, references and appendixes (if any) *do not* count in the page limit.

The final exam assignment will be evaluated on the basis of your abilities to apply theories and metaphors. The assignment should include APPROPRIATE theories demonstrating an ability to in-depth analysis. The assignment should be in 12 font, 1.5 line spacing, up to 8 pages (without referencing and the job advertisement). **The assignment should be submitted to Eclass no later than June 26th midnight. Please note that penalty will be incurred for the late submission, up to 3 days – 5%; 4-7 days 10%, no assignments will be accepted after 7th day.**

Academic honesty and integrity

In this course, we strive to maintain academic integrity to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing SPARK's [Academic Integrity module](#) at the beginning of the course. Breaches of academic integrity range from cheating to plagiarism (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.). All instances of academic dishonesty in this course will be reported to the appropriate university authorities, and can be punishable according to the [Senate Policy on Academic Honesty](#).

Course information

All students are expected to familiarize themselves with the following information:

- [Student Rights & Responsibilities](#)
- [Academic Accommodation for Students with Disabilities](#)
- [For more language on course information, please consult the [Important Course Information document](#).]