

**TENTATIVE Course Outline: CAREER MANAGEMENT #4430**  
**(there may be changes in some parts of the outline including grading components etc)**

**Professor Jelena Zikic**

**Office: Atkinson 150**

**Office Hours: TBA**

**(Please make an appointment in advance if possible)**

**Email Contact: [jelenaz@yorku.ca](mailto:jelenaz@yorku.ca)**

**Phone Contact: 416-736-2100 ext.22865**

**COURSE DESCRIPTION:**

Many of you are at an important stage of your careers, in the midst of a career transition and/or planning your future career path. 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 yourselves and your careers better 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 self-assessment exercises, engage in peer-coaching and group discussions. The goal is to examine and develop necessary skills to plan and manage **your career** more effectively.

**COURSE GOALS:**

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

**REQUIRED TEXT:**

1. Inkson, K., Dries, N., & Arnold, J. (2015), Understanding Careers, Sage Publications.
2. **Course pack** available for purchase.

Any additional readings students will be given references to search on their own.

## COURSE CONTENT & 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.

<b>Session</b>	<b>Topic</b>	<b>Readings / Self-Assessments /Discussion Topics</b>
1	<b>Course Introduction: Defining 'careers' through metaphor</b>	Chapter 1
2	<b>'Careers in Context' &amp; 'Careers as Inheritance'</b>	Chapter 2 & 3  <b>Mini assignment class discussion:</b> Finding evidence of Careers as Inheritance and/or Careers in Context in a career story of a <i>Famous Personality</i>
3	<b>'Careers as Cycles'</b>	Chapter 4  <b>Mini assignment <i>Famous Personality</i> (final copy) due!</b>
4	<b>'Careers as Action'</b>	Chapters 5  <b>Case (course pack):</b> Sumiko Ito  * NOTE: final list of team members due
5	<b>'Careers as Fit'</b>	Chapter 6  <b>Self – Assessment Exercise in Class:</b> Career Anchors Exercise
7	<b>MIDTERM TEST</b>	
8	<b>'Careers as Relationships'</b>  Job Search & Networking	Chapter 9  <i>Guest speaker</i>

		<b>*Project Presentations Day 1 (2 teams)</b>
9	<b>'Careers as Roles'</b> Managing Careers in Organizations	<b>Chapter 10</b>  <b>*Project presentations Day 2 (2 teams)</b> <i>Career Conference Day 1 (3 pairs)</i>
10	<b>'Careers as Resources'</b> What is Career Success?	<b>Chapter 11</b>  <b>*Project presentations Day 3 (2 teams)</b> <i>Career Conferences Day 2 (3pairs)</i>
11	<b>'Careers as Journeys' + Conclusions</b> Next Stage of Your Career Transition/Journey	<b>Chapter 7</b>  <b>*Project presentations Day 4 (2 teams)</b> <i>Career Conferences Day 3 (3 pairs)</i>
12	<b>Team presentations Day 5</b>  <b>Career Conferences Day 4 – In Class (10-12 pairs)</b>	

### STANDARDS OF PERFORMANCE:

This course will involve lectures, discussions, self-assessments, class exercises, and video presentations. This is a highly interactive course and every class will require the student's active participation in **ALL** class activities. It is expected that the student will attend every class on time and stay for the entire session. **It is expected that the student will have completed the assigned readings, self-assessments and other preparation prior to class** so that the student can be actively involved in class exercises, peer-coaching and discussions.

### GRADE EVALUATION:

- **Midterm: 15% (multiple choice questions + 1 short answer)**
- **Team project: 30% (15% Presentation & 15% Written Team Report)**
- **Participation: 25%**
- **(including mini case presentations; career stories, articles; theory presentations)**
- **Famous Personality Exercise: 10%**

- **Career Conference: 20%**

Midterm Test	20%	The midterm examination will be held during class time <b>on Feb. 22<sup>nd</sup></b> , followed by regular class. It will include <u>all material</u> covered in classes up to that day and including all readings and exercises completed so far. Once marked, professor will not remark the test – should you have any questions regarding your mark, you should contact me (and provide your questions in writing) any time between 1 day after I return the tests and no later than a week after you receive your test back.
Team Project	30%	Students will work in groups of up to <b>4-5 students</b> ( <u>final list of group members due in the 4<sup>th</sup> class on Jan 25<sup>th</sup></u> ). The task is to explore an occupation/job of your choice and examine what one may need to do to obtain employment and succeed at that job. Project guidelines will be given in the first class. Projects will be presented to the class (15%) in short 15min presentations and a written report will be handed to the professor on the day of presentation (15%). Students will present <u>starting Feb. 29<sup>th</sup> and continuing during March</u> .
Participation = Self-assessment exercises, Class discussions attendance, & presentations.	25%	You will be expected to attend all classes and actively contribute to our class discussions. <b><u>First class is especially imperative to attend in order to understand the structure of this course and deliverables.</u></b> Attendance only will not be enough. Your meaningful participation will improve the quality of this course and it is an essential part of your learning process. In order to actively participate in discussions, you are expected to read the material in advance. Class participation is evaluated on regular basis.  As part of your participation, each student will volunteer and present an informal individual presentation (your own 'career story'). Sign-up sheet and more info on this will be given in Class 1.  Finally professor will provide plenty of additional participation options in each class (Case presentations, article presentations, current events) and <b><u>you are expected to volunteer for these throughout the term.</u></b>
Famous personality career exercise (10%)	15%	You will be analyzing a career of a famous personality of your choice using material covered in classes 1 & 2. Famous Personality exercise and your initial ideas will be discussed in Class 2 and a final copy is due in Class 3. Please see additional info on this component at the end of this outline.
Career Conference (in class)	15%	This oral assignment will cover all material from this course (but you may choose any 4 chapters to discuss). It is meant to be an oral examination as well as career development session tailored to each student pair. It will take 20-25min and each student will prepare in advance for this conversation by using and <u>applying variety of material from at least 4 chapters to his/her career (point form outline send a day before to the prof.)</u> . Students are welcome to bring any specific career questions/dilemmas that their professor, as career expert, may assist them with during this conversation. More information included in this outline and discussed in class 1.

### Examination and Participation Policy

Examination results and the quality of assignments will determine the student's grade. It is expected that the student will write the midterm and final examinations on the scheduled day, time, and location. There

will be no make-up exams. The student will be assigned mark of 0 for missing the midterm test. The only exception to the above rule may be granted in case of serious illness or extenuating circumstances at which time students are asked to notify the professor immediately and extensive written proof of the situation (valid doctor's note etc.) will be required. In these cases, as decided by the professor, the student may be allowed to redistribute the mark to the final exam (i.e., the final will be worth 50%). However, for your own benefit, these cases are rare and highly discouraged.

It is expected that the written portion of the team project will be turned in on time. Projects handed in past their due date will be assigned a penalty of (3%) per day late and assignments will not be accepted if more than 5 days late.

The professor will re-review graded work if appealed. However, students should be aware that grades could be lowered as well as raised or remain the same. No projects will be accepted by Fax. The professor will hold office hours and follow the class schedule. However, the professor reserves the right to change or alter office hours or the syllabus schedule with ample notice to the students.

*All final grades will be reviewed by the School of Administrative Studies and the School reserves the right to modify them in order to maintain high standards.*

Group Project for Career Management ADMS 4430:  
**Exploring a job/occupation of my choice**

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. As a group of 4-5 students you are to identify a particular job/occupation which ALL group members you may be genuinely interested in pursuing (may not be everyone's 1<sup>st</sup> choice but some interest in it must exist for each team member).

You may well be attracted to more than one occupation; the one you will explore with your team doesn't have to be your final choice of 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.

Sometimes you may have to compromise in terms of the job/occupation you will be exploring as a team, and work on a topic that is as close to your interest as possible, but always try to work on an occupation that you have at least some interest in!

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!

#### **Layout and Content of the Final Report:**

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. On Oct. 8th, your Team Progress Report is due. In this report (2 pages double spaced), you need to specify exactly how you will collect your information, who you will interview, how you organized your work load etc.

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.* For example, when you're talking about the ways the interviewer obtained a particular job, you should draw on concepts from class such as whether he or she did any career exploration, how did she/he come to pick this career choice, did her/she rely on networking, family influence etc.

**\*\***Before conducting your information interview with an individual in the particular job we will go over some interview techniques in class. You may want to show your interview guide to the professor before doing the interview to get some feedback.

**\***I will attempt to allow you some time in class to work on your projects. Each time we do that you will be handing in minutes of your meeting.

### **Class Presentation:**

You may choose any format you would like to pursue (e.g., video recording of the interview, music, a comic skit, or simply do a professional power point presentation). These are only some ideas, but you can create your own presentation strategy, it must contain key findings from your written report. Whichever technique you choose to pursue should reflect your message. What is it that you learned and what would you like your audience to learn about that particular job/occupation you explored? Spend time on preparing your presentation – it is an important part of your project. Make sure you are ready to entertain questions from the audience at the end as well. These should be 15minutes in length + some time will be reserved after that for Q&A from the audience  
Other grade components:

### **Participation (25%) for Career management 4430 explained:**

- Your participation consists *first and foremost* of **active class contribution** and meaningful engagement in class discussions.
- In addition, as part of your participation mark, each student will present his /her mini Career Story (3-5min pres.) on the date they signed up for (sign-up sheet given in class 1). More information on this will be given in Class 1.
- As part of your Participation, and to further enhance your chances of doing well in this course, you will be expected to volunteer in any given class to present

additional cases/articles/readings or theories where professor will ask for student contribution and participation. These will be short presentations prepared for the following class, once you agreed on the material with the professor.

**Famous personality career exercise (10%):** In Class 2 as we start learning about the first 2 career metaphors (Careers in Context & Careers as Inheritance) and before coming to Class 2, you are to research at home 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) and bring to Class 2 a brief summary of his/her career. In Class 2 we'll discuss some of your choices and try to identify ways that these 2 metaphors may apply to the person of your choice. In Class 3 you are to hand in a final copy of his exercise – which is a 2 -3 double page summary of how **you applied these metaphors** to the life/career of the person you chose.

In Class 1: Professor will answer any questions you may have on each of the components described above, **thus it is absolutely imperative to attend first class of this course.**

### **FINAL: Career Conferences 20%**

Students will be given a chance to share their knowledge as well as engage in the career conversation with the instructor. In Pairs students are invited to prepare material from any 4 chapters covered in this course and relate the material (any theories or concepts) to their own current and intended future career. Thus, you will be examined on your ability to understand the key concepts, know concept definitions; present ideas orally in an organized manner as well apply material to your own situation.

One day before the day of one's conference (schedule will be made early in the course), students (pairs) are expected to send an outline of their topics and a point form plan for how he/she will present this to the professor during their conference. This is a unique opportunity to both understand your knowledge of the material by applying it to your own careers but also a chance to discuss any career questions/concerns and ideas with the professor. Each conference will last about 20-25min max and will be held in the classroom or professor's office.