

TENTATIVE Course Outline:

BLENDED COURSE-CAREER MANAGEMENT #4430

Winter 2025 – Wednesdays starting Jan. 8th, 2025 at 14:30

Professor Jelena Zikic

**Office Hours: by appointment just before or after
class/online as well**

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COURSE DESCRIPTION:

Many of you are at an important stage of your careers (or will soon be), you are likely starting a new 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 will be expected from you.

This course is designed to help **you** understand yourselves and your future 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 class/small team discussions. 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 to define the role of career in people's lives and assist YOU in further career planning.
2. To become familiar and aware of basic types of careers from traditional organizational careers to more contemporary mobile and more boundaryless careers.
3. Use career stories/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.

Any additional readings or videos students will be given references/links to search on their own.

Evaluation:

Assignment	Weight	Due Date
Participation: In class & Reflection Questions for the ONLINE portion	20%	Ongoing (in class & online via reflection questions for each day Online class due each Friday that week)
Self-Assessment Report – Career Anchors	10%	Submitted online to E-class (Friday Feb. 14 th)
In Class – Midterm – 20 multiple choice questions	20%	Feb. 26 th
Team project Outline	5%	Please e-mail to Professor week of Jan. 29 th (1 outline submission per team)
Team Project In Class Presentations	25%	In Class - March 19 th to April 2 nd
Final in class	20%	April 2 nd

COURSE CONTENT & CLASS SCHEDULE:

NOTE: Please note that this schedule is subject to minor changes. The instructor reserves the right to add an additional tasks/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.

Session	Topic	Readings / Assignments
Day 1 IN CLASS Jan. 8th	Course Introduction: Defining 'careers' through metaphor.	Chapter 1 In Class 1: Professor will answer any questions you may have on each of the components described above, <u>thus, it is imperative to attend first class of this course.</u>
Day 2 IN CLASS Jan. 15th	'Careers as Inheritance'	Chapter 3
Day 3 IN CLASS Jan. 22nd	'Careers as Context'	Chapter 2 – Teams are formed & topics discussed with the Professor.
Day 4 Jan. 29th ONLINE	'Careers as Action' ONLINE lecture recorded	Chapter 5 <u>*TEAM Project OUTLINES are due (5% of your mark) (e-mailed to Professor)</u>

Day 5 Feb. 5 th ONLINE	'Careers as Relationships' ONLINE lecture recorded	Chapter 9 (Reflection question due Friday Feb.7 th)
Day 6 Feb. 12 th ONLINE	'Careers as Fit' ONLINE lecture recorded	Chapter 6 <i>Self-assessment Career Anchors</i> due Friday Feb. 14 th .
READING WEEK Feb. 17 th -21 st		
Day 7 - MIDTERM TEST IN CLASS on Feb. 26 th (Chapters 1, 2, 3, 5 & 9)		
Day 8 March 5 th ONLINE	'Careers as Cycles' ONLINE lecture recorded	Chapter 4 Reflection Question due Friday March 7 th .
Day 9 March 12 th ONLINE	INDIVIDUAL TEAM MEETINGS ONLINE	
Day 10 March 19 th	'Careers as Journeys' Ch.7 & Course Conclusions TEAM PRESENTATIONS DAY 1 IN CLASS	
Day 11 March 26 th	TEAM PRESENTATIONS DAY 2 IN CLASS	
Day 12 April 2 nd	Short FINAL exam & TEAM PRESENTATIONS DAY 3 IN CLASS	

TEAM PROJECT DETAILS:

This team project is meant to give you an opportunity to practice several important skills for any type of career/job you choose in the future. For example, you will enhance your knowledge sharing/teaching ability in front of the audience. This will allow you to practice putting together variety of material in a format that is clear and concise for others to learn from you.

1. Each team is to choose 1 of the 4 Chapters below as the focus of their Teaching (no more than 2 teams per chapter):
Careers as Roles
Careers as Resources
Career Self-Management
Careers as Stories
2. Second component is to interview 1-2 individuals from your social circle on their career story and to identify key topics from the chapter; you will share some of the quotes and ideas from the interview with the class.
3. Third, you will choose 2-3 key concepts/theories from the chapter to share/teach the class in more detail in your presentation. As well as find an organization, public or private, where you may see the application of some of these concepts (explain clearly where and how).
4. Fourth, you will use at least several other sources of supporting material such as videos, stories, (i.e., at least one academic article outside of textbook) to enrich and support the main ideas in the chapter/metaphor you are trying to teach.
5. Fifth you will seek to engage the audience in various ways and test whether the material you are sharing is clearly understood and absorbed.
6. You are to link your topic area (chapter you chose) to other related material/topics and metaphors covered earlier in the course.

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 EXPLAINED:

<p>Midterm Test</p>	<p>20%</p>	<p>The midterm examination will be held IN CLASS on Feb. 26th followed by Team Project Discussion. It will include <u>all material covered in classes up to that day and including all textbook readings & material shared on the slides for each class. (Chapters 1,2,3,5 and 9) → Class Days 1 to 5</u> 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 you receive the marks and no later than a week after you receive your test back.</p>
<p>Team Project</p>	<p>30% (Outline 5% Pres. 25%)</p>	<p>Students will work in groups of up to 3-4 (max) students (<u>final list of group members due in class on Jan. 22nd</u>). The Team Project is explained in detail in the section above, and grading is based on 2 components: Outline & IN Class Team presentation (IN CLASS March 19th or April 2nd) Outline due by email to Professor on Jan. 29th.</p>
<p>Participation = IN Class discussions attendance & Reflection questions for ONLINE portion.</p>	<p>20%</p>	<p>You will be expected to attend IN PERSON those scheduled as in person meetings and follow other lectures recorded online. <u>First class is especially imperative to attend in order to understand the structure of this course and deliverables.</u> Your meaningful participation will improve the quality of this course, and it is an essential part of your learning process. To actively participate in discussions, you are expected to read the material in advance. Class participation is evaluated on regular basis. For Online portion class participation is evaluated based on your thoughtful submission of Reflections questions for each Online class.</p>

Self-Assessment Report: Career Anchors	10%	Self-Assessment Questionnaire and instructions will be attached on E-class. This is assignment has to do with Careers as Fit (Ch.6) lecture. Each student should complete the Self-assessment to the best of their ability, without taking too long to decide on each item. Your answers will be <u>based on what you know up to date regarding working and organizations vs. your own preferences.</u> You will use scoring instructions to obtain your unique score. Following this you will write a self-reflection (3pgs double spaced) on whether these results in fact reflect what you know about yourself so far. You will reflect on whether you see 'fit' between results and your work experiences and give some examples of where there is or there isn't fit. DUE ONLINE: Feb. 14th
Final In Class exam	20%	TBA

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 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 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 provide office hour/meeting as per student's request and follow the class schedule described above. However, the professor reserves the right to change or alter the syllabus schedule with ample notice to the students.

Grade Breakdown

The grading scheme for this course conforms to the 9-point system used in undergraduate programs at York University. For a full description of the York grading system, visit the York University Academic Calendar.

Grade	Percent Range	Description
A+	90-100	Exceptional
A	80-89	Excellent
B+	75-79	Very Good
B	70-74	Good
C+	65-69	Competent
C	60-64	Fairly Competent
D+	55-59	Passing Slightly
D	50-54	Marginally Passing
E	(Marginally below 50%)	Marginally Failing
F	(Below 50%)	Failing

Late Assignments

The late penalty is 5% a day, including weekends. If you submit the assignment late, you must send it directly to the instructor. Under specific circumstances, the instructor might offer short extensions, however, but this extension should be established in advance and will only be granted with supporting documentation.

All final grades will be reviewed by the School of Human Resource Management and the School reserves the right to modify them to maintain high standards.

Academic Honesty

Plagiarism is a grave breach of trust and is taken very seriously. In academia, our ideas are the value of our work, so we consider plagiarism a theft of sorts. Here is how you can demonstrate academic integrity in the completion of this course:

- Respect the ideas of others: Your course work should represent your own knowledge and ideas. You should not falsely claim credit for ideas that are not your own, by presenting another's work as yours. If you are quoting, paraphrasing, or summarizing another person's work to support your own ideas, identify the work and the author through proper citation practices.
- Respect your peers: Know when you are allowed to collaborate. Ask your instructor about what group work entails when it comes to the sharing of work. In test situations and assignments, don't steal or give answers to your peers, whether in-person or online (e.g., in group chats and/or on third-party content-sharing websites, such as Chegg, Course Hero, etc.). Both cheating and aiding in a breach of academic honesty are violations of York University's academic honesty policy.
- Respect your course instructor(s): Understand what your instructors are asking of you in class, as well as on assignments, tests and/or exams. If you are unsure, ask your professor or teaching assistant. They are committed to making you feel supported and want to assess you fairly and with integrity. Please do not submit the same piece of work for more than one course without your instructor's permission. That can be considered an act of cheating.
- Respect yourself: When you act with integrity, you know that your work is yours and yours alone. You do not allow others to take tests for you. You do not buy or otherwise obtain term papers or assignments. You do the work. As a result, you know that you earned the grades that you receive, so you can be proud of your York degree. By acting with integrity in your course work, you are also practising a valuable professional skill that is important in all workplaces.
- Take responsibility: If you have acted in an academically dishonest way, you can demonstrate courage and take responsibility for your mistake. You can admit your mistake to your course instructor as soon as possible.

Students who engage in academic dishonesty can be subject to disciplinary action under the Senate Policy on Academic Honesty. Your lack of familiarity with the [Senate Policy](#) does not constitute a defense against its application. Some academic offences can also constitute offences under the Criminal Code of Canada, which means that you may also be subject to criminal charges.

You will receive an automatic 0 for the assignment if caught plagiarising the first time and will have to speak to an academic board and submit additional assignments. Any assignments found to be plagiarised beyond the first one may result in expulsion.

To ensure that you follow academic integrity principles and properly source material, it is recommended you complete the online tutorials for students [here](#) and [here](#).

Additional/Important Student Resources

For York University's Equity, Diversity, and Inclusion Strategy 2022-2027, please click [here](#).

If you require accommodations for class or assignments, please contact me as early as possible in the course so that we can work collaboratively to create a plan for you to make completing this course as smooth and enjoyable as possible. The university's instructions for academic support and accommodations can also be found [here](#).

**** Student Help Directory:** <https://www.yorku.ca/laps/wp-content/uploads/sites/44/2020/10/Student-Help-Tree.pdf> **

Degree and Career Advice

Academic Advising: <https://www.yorku.ca/laps/support/academic-advising/>

Degree Planning: <https://www.yorku.ca/laps/degree-planning/>

Career Centre: <https://careers.yorku.ca/>

Writing and Research Support

Writing Centre: <https://www.yorku.ca/laps/writing-centre/>

Library and Research Consultations: <https://www.library.yorku.ca/web/ask-services/book-a-consultation-with-a-librarian/>

Monetary Support

Scholarships, Awards, and Bursaries: <https://www.yorku.ca/laps/student-awards/>

Emergency Funding for Students: <https://www.yorku.ca/laps/fund-your-studies/emergency-funding/>

OSAP: <https://osap.yorku.ca/>

Dean's Award for Research Excellence (DARE): <https://www.yorku.ca/laps/dare/>

Internships: <https://www.yorku.ca/laps/internships/>

