

<b>Course</b>	HRDV 5700 – 58 Career Management
<b>Term</b>	Summer 2008– Monday’s, 6-10 pm: 5/26/08 – 7/26/08
<b>Instructor</b>	Name: Louise Stelma Phone: 502.445.9299 Cell Email: <a href="mailto:lstelma@insightbb.com">lstelma@insightbb.com</a>
<b>Course Description</b>	Career management is the process through which individuals and organizations jointly plan, guide, direct, and influence people’s careers to meet the individual’s and the organization’s future needs. This course introduces students to current ideas about how organizations and individuals are trying to manage the problems created by the new rules of the workplace through career management.
<b>Prerequisites</b>	Students majoring in human resources development must have completed the requisite course Introduction to Human Resources Development (HRDV 5000) before taking this course. Students who are <b>not</b> human resources development majors do <b>not</b> need to have completed Introduction to Human Resources Development (HRDV 5000) before taking this course.
<b>Course Objective</b>	Upon successful completion of this course, students will discuss ways to inventory and organize personal skills, values, interest patterns and preferences. How will your growth and effectiveness relate to your work environment? What are some of your insights and options? What is your personal life/work plan? You will leave our course with a clear understanding of models of career management and a conceptual framework for diverse career and work options, including entrepreneurial options. With a plan, you can move forward to the next level!
<b>Course Level Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Students will emerge with a framework and set of guidelines that can serve as a career management “map” throughout their work lives.</li> <li>2. Students will be able to identify a series of examples of organizational career management programs.</li> <li>3. Students will be able to engage in career exploration, career goal setting, and career strategy development</li> <li>4. Students will be able to <b>analyze</b> Human Resource Development situations for Career Management elements and opportunities.</li> <li>5. Students will be able to <b>integrate</b> intellectual explanations of Career Management with methodological competencies.</li> <li>6. Students will be able to <b>implement</b> Career Management solutions to real organizational problems</li> <li>7. Students will emerge with a <b>framework</b> and set of guidelines that can serve as a career management “map” throughout their work lives.</li> <li>8. Students will be able to identify a series of <b>examples</b> of organizational <b>career management programs</b>.</li> <li>9. Students will be able to engage in <b>career exploration</b>, <b>career goal setting</b>, and <b>career strategy development</b></li> </ol>

<b>Materials</b>	<p>Lore, Nicholas, <i>The Pathfinder: How to Choose or Change Your Career for a Lifetime of Satisfaction and Success</i>, 1998, Simon &amp; Schuster, Inc., Fireside, Rockefeller Center, 1230 Avenue of the Americas, New York, NY 10020</p> <p><b>Textbooks can be obtained by calling MBS Direct at 1-800-325-3252 or at Virtual Bookstore at <a href="http://www.mbsdirect.net">www.mbsdirect.net</a></b>  <b>Credit cards and checks are accepted.</b>  <b>(Note: Order Textbooks 2 weeks prior to class to ensure delivery)</b></p>																
<b>Grading</b>	<p><b>Scoring Criteria: Class Involvement</b></p> <ul style="list-style-type: none"> <li>This is an interactive class; it is also necessary that students make a concerted effort to plan ahead and make career decisions, as they contribute to analysis of their career, and their colleagues' careers.</li> </ul> <p><b>Scoring Criteria: Individual Strategic Design</b></p> <ul style="list-style-type: none"> <li>Career Decision making, Career and Life Accomplishments and Milestones, Career Profile, and Short and Long Term Career Visions</li> <li>A format reflecting the unique planning/organizing preference of the student</li> <li>Presentation summarizing the Design [5 minutes]</li> </ul> <table border="0" data-bbox="487 924 1364 1260"> <thead> <tr> <th><u>Assignments</u></th> <th><u>Maximum Points/Percentage</u></th> </tr> </thead> <tbody> <tr> <td>Participation &amp; Interaction</td> <td>18 Points</td> </tr> <tr> <td>Lessons Learned/Class Case Studies</td> <td>18 Points</td> </tr> <tr> <td>Mid-term</td> <td>14 Points</td> </tr> <tr> <td>Essay- <i>Purpose and Meaning in Life</i></td> <td></td> </tr> <tr> <td>Individual Strategic Design &amp; Personal Marketing Plan</td> <td>20 Points</td> </tr> <tr> <td>Research Paper &amp; Presentation</td> <td>30 Points</td> </tr> <tr> <td></td> <td>100 Points</td> </tr> </tbody> </table> <p>100-95 = A  94-90 = A-  89-87 = B+  86-84 = B  83-80 = B-  79-77 = C+  76-74 = C  73-70 = C-  Below 70 = F</p>	<u>Assignments</u>	<u>Maximum Points/Percentage</u>	Participation & Interaction	18 Points	Lessons Learned/Class Case Studies	18 Points	Mid-term	14 Points	Essay- <i>Purpose and Meaning in Life</i>		Individual Strategic Design & Personal Marketing Plan	20 Points	Research Paper & Presentation	30 Points		100 Points
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<b>Activities</b>	<p>Class discussions and student reports are the primary process in this course. The instructor facilitates learning and the student bears responsibility for being fully engaged.</p>																
<b>Policy Statements: University Policies</b>	<p><b><u>CONDUCT</u></b></p> <p>Students enrolling in a graduate program at Webster University assume the obligation of conducting themselves in a manner compatible with the University's function as an educational institution. Misconduct for which students are subject to discipline</p>																

include the following categories:

1. All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University.
2. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University authorized activities.
3. Theft or damage to property at the University.

Students who plagiarize may receive a failing grade for the course in which the plagiarism took place. Students who engage in any of the above misconducts may be subject to dismissal from the University. To the extent that penalties for misconduct (e.g. theft or destruction of property) are prescribed by law, the University will consider appropriate actions under such laws.

### **ATTENDANCE POLICY**

Students are expected to attend all class sessions of every course. In the case of unavoidable absence, the student must contact the instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work or for excessive or unexcused absences. Generally, a student who misses more than one four-hour course period (per course) without a documented military or medical excuse and advance permission of the instructor should withdraw from the class. The University reserves the right to involuntarily drop enrolled students from classes, which they do not attend. Students who do not attend the first class session, who have not made prior arrangement with the instructor for being absent, will be dropped from the course.

### **MAKE-UP WORK REQUIREMENTS**

For each class missed, makeup work will be assigned and must be submitted at the next class. The instructor will assign the topic and amount of work. This makeup work will be incorporated into the class participation grade. If make-up work is not submitted on time, the student's final grade will be subject to a reduction of one (1) letter grade.

Students are responsible for any class material presented during their absence and any assignments due should be submitted prior to the absence, if possible.

### **Drops and Withdrawals**

Should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.

	<p><b>Special Services</b> If you need accommodations for a disability, please let the instructor know at the beginning of the course so that assistance can be provided.</p> <p><b><u>DISCLAIMER</u></b> This syllabus is intended to provide a basic structure to this course. It MAY be modified for class size, student competencies, etc. This syllabus is subject to change at the sole discretion of the instructor.</p>
<p><b>Course Policies</b></p>	<p>Your participation grade will be based on the following criteria:</p> <ul style="list-style-type: none"> <li>• Quantity of high-quality participation – and being in class</li> <li>• Quality of participation (your comments and insights in class reflect in-depth knowledge of Career Management theories and frameworks and the ability to apply them to real and simulated situations)</li> <li>• Balanced involvement in classroom discussion, showing a readiness to share airtime with your colleagues.</li> </ul>
<p><b>Weekly Schedule</b></p>	<p><b>Week 1 - 5/26</b>      <b><u>THEME: The Bottom Line of Career Management?</u></b> <b>Topics:</b></p> <p style="padding-left: 40px;">Introduction</p> <ul style="list-style-type: none"> <li>• Review Syllabus &amp; Q&amp;A, Housekeeping, Ground Rules.</li> <li>• The format, resources, requirements and evaluation</li> <li>• Discuss Research Paper &amp; Presentation Due in Final Week select topic! – research guidelines; plagiarism discussion</li> <li>• Submit Resume – See Chapter 30</li> <li>• Lessons Learned Paper</li> <li>• Read Part I of the Text – Chapters 1-11</li> <li>• Discuss your readings – bring a one page paper, Lessons Learned, from your readings) Lessons Learned are lessons derived from your readings, including experiences and anything that “turns the light bulb” on for you while reading. It may give you some good ideas of what you need to do, or what you have experienced.</li> </ul> <p><b>Week 2- 6/2</b>      <b><u>THEME: How to Get There From Here</u></b> <b>Topics:</b></p> <ul style="list-style-type: none"> <li>◆ <u>Lessons Learned:</u> related to finding meaning in work</li> <li>◆ Creating your personal statement of purpose/meaning</li> <li>◆ Working in the 21<sup>st</sup> Century</li> <li>◆ <b>Assignments for Class 2: Read Part 2, Chapters 1-15</b></li> <li>◆ Honing in on your “personal skillset”</li> <li>◆ <b>Begin designing marketing plan</b> Lessons Learned paper due.</li> </ul>

	<p><b>Week 3-6/9</b>      <b><u>THEME: How To Get There &amp; Design Your Future Career I</u></b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>◆ Career decision making</li> <li>◆ Describing accomplishments/milestones</li> </ul> <p><b>Assignments for Class 3:</b></p> <ul style="list-style-type: none"> <li>◆ Read Part 2, Chapters 16-18 &amp; Part 3, 19-23</li> <li>◆ Resume Writing/Personal Marketing Plan writing Lessons Learned paper due.</li> </ul> <p><b>Week 4-6/16</b>      <b><u>THEME: Targeting the Marketing Plan</u></b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>◆ <u>Lessons Learned:</u> related to utilizing gifts and talents in work</li> <li>◆ 5 year career plan due next week – mid term</li> <li>◆ Lessons Learned due</li> </ul> <p><b>Assignments for Class 4:</b></p> <ul style="list-style-type: none"> <li>◆ <i>Targeting the Job You Want; Internet Articles</i></li> <li>◆ <i>Read Part 3, 24-30</i></li> <li>◆ <i>Websites – updated – job hunting</i></li> </ul> <p><b>Week 5-6/23</b>      <b><u>THEME: A Career Vision</u></b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>◆ Drafting your short and long term career vision</li> <li>◆ Read Part 4, 26-28</li> <li>• Bring your organization’s Performance Appraisal form[s]</li> <li>• Purpose/Essay Midterm</li> </ul> <p><b>Week 6-6/30</b>      <b><u>THEME: Performance Appraisals</u></b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>◆ <u>Lessons Learned:</u> related to balance</li> <li>◆ Performance Management Systems and how to make yours work for you</li> <li>◆ Discussing the creation of your Individual Strategic Design</li> <li>◆ Bring your current Resume to critique</li> </ul> <p><b>Week 7-7/7</b>      <b><u>THEME: Changing Positions, Reinventing Careers</u></b></p> <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>◆ Resume critiques and the Personal Marketing Plan</li> <li>◆ Research resources and techniques</li> </ul> <p><b>Assignments for Class 7:</b></p> <ul style="list-style-type: none"> <li>◆ Prepare presentation and discussion of 5 year career plan meeting w/instructor.</li> <li>◆ Effective job search techniques and interviewing</li> </ul>
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	<p><b>Week 8-7/14</b></p> <p><b><u>THEME: Interviewing and Negotiating</u></b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>◆ <u>Lessons Learned:</u> related to the revolution and evolution in the workplace</li> <li>◆ Job search techniques, interviewing and negotiating</li> <li>◆ Presentations of 1/2 of the Individual Strategic Designs</li> <li>◆ Discussion of Work Effectiveness Experiments</li> </ul> <p><b>Assignments for Week 9:</b></p> <ul style="list-style-type: none"> <li>• Presentations and hand in the remaining Individual Strategic Designs</li> </ul> <p><b>Week 9-7/21</b></p> <p><b><u>THEME: Celebrations of our Career Accomplishments</u></b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>◆ Research Paper Due</li> <li>◆ Career Accomplishments</li> <li>◆ Celebration and Plan</li> </ul>
<b>Additional Information</b>	None