

# School of Management

## **MGMT2725 CAREER MANAGEMENT**

### **Course Outline Semester 2, 2017**

### **Course-Specific Information**

The Business School expects that you are familiar with the contents of this course outline. You must also be familiar with the Course Outlines Policies webpage which contains key information on:

- Program Learning Goals and Outcomes
- Academic Integrity and Plagiarism
- Student Responsibilities and Conduct
- Special Consideration
- Student Support and Resources

This webpage can be found on the Business School website:

<https://www.business.unsw.edu.au/degrees-courses/course-outlines/policies>

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## PART A: COURSE-SPECIFIC INFORMATION

### 1 STAFF CONTACT DETAILS

**Lecturer-In-Charge: Dr. Suzanne Chan-Serafin**

Office: Room 509, West Lobby, UNSW Business School Building

Phone: 93857636

Email: [s.chan-serafin@unsw.edu.au](mailto:s.chan-serafin@unsw.edu.au)

Consultation: Tuesday 16 - 17 (and by appointment)

**Tutor:**

**Dr. Mahsa Esmaeilikia**

Email: [m.esmaeilikia@unsw.edu.au](mailto:m.esmaeilikia@unsw.edu.au)

Consultation Time & Location: TBA (and by appointment)

**Georgina Shehadie**

Email: [g.shehadie@unsw.edu.au](mailto:g.shehadie@unsw.edu.au)

Consultation Time & Location: TBA (and by appointment)

### 2 COURSE DETAILS

#### 2.1 Teaching Times and Locations

Lectures start in Week 1 (to Week 12):

Time	Location	Lecturer
Tue 11-13	Ritchie Th	Dr. Suzanne Chan-Serafin

Tutorials start in Week 2 (to Week 13; no tutorials in Week 6)

TUT	Time	Location	Tutor
T13A	Tue 13-14	Mat 306	Dr. Suzanne Chan-Serafin
T14A	Tue 14-15	Mat 306	Dr. Suzanne Chan-Serafin
T15A	Tue 15-16	Quad G053	Dr. Mahsa Esmaeilikia
W12A	Wed 12-13	Quad 1045	Georgina Shehadie
W13A	Wed 13-14	Quad G052	Georgina Shehadie

#### 2.2 Units of Credit

The course is worth 6 units of credit.

#### 2.3 Summary of Course

This course aims to provide an understanding of the strategic role that effective career management play in a successful career and life. Successful career management has been empirically linked to intrinsic and extrinsic career satisfaction; as such, career management skills should be learned and practiced. To do so necessitates an understanding of extant careers literature and the application of this knowledge to one's career path. To this end, concepts, processes, and techniques are explored, with an emphasis on linking theory and research with practical lifelong skill development. Students will have an opportunity to systematically explore the careers they are interested in pursuing and to develop personal awareness such that they can determine a career path that best fits them. Topics covered

include career decision-making, networking, personality, as well as various social issues in careers, such as those related to gender and diversity.

## 2.4 Course Aims and Relationship to Other Courses

The overarching goal of this course is to help you develop a deeper understanding of research in the area of career management and to demonstrate how such an understanding is pertinent to the effective management of your own career. An in-depth understanding of career issues will help you with your long-term career goals and aspirations and become a successful employee and/or leader.

This course is open to all UNSW students (no prerequisites are required) and is particularly aimed at second and third year students. If you are from a faculty other than the UNSW Business School, please check with your faculty student centre to see how this elective fits in with your undergraduate program. For School of Management (SoM) students, this elective counts as an Elective List B Course for all SoM undergraduate majors (i.e., Human Resources Management, International Business, and Management).

## 2.5 Student Learning Outcomes

On successful completion of this course, you should be able to:

1. Better manage your own careers and prepare your job search process.
2. Articulate awareness and insights about your strengths and growth areas and develop practical strategies to apply these insights in managing your own career.
3. Identify and describe a career path that best suits your values, interests, personality, and skills.
4. Identify factors influencing employees and their careers.
5. Develop an in-depth understanding of theory and research in careers.
6. Conceptualise, implement, and complete a project in a team.

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in tutorials and other activities):

Program Learning Goals and Outcomes		Course Learning Outcomes	Course Assessment Item
<i>This course helps you to achieve the following learning goals for all Business undergraduate students:</i>		<i>On successful completion of the course, you should be able to (see corresponding # above):</i>	<i>This learning outcome will be assessed in the following items:</i>
1	Knowledge	3, 4, and 5	<ul style="list-style-type: none"><li>• Career exploration report</li><li>• Self-assessment report</li><li>• Team presentation</li><li>• Top take-away</li></ul>
2	Critical thinking and problem solving	1, 2, 3, 4, 5, and 6	<ul style="list-style-type: none"><li>• Career exploration report</li><li>• Self-assessment report</li><li>• Team presentation</li><li>• Top take-away</li></ul>

Program Learning Goals and Outcomes		Course Learning Outcomes	Course Assessment Item
<i>This course helps you to achieve the following learning goals for all Business undergraduate students:</i>		<i>On successful completion of the course, you should be able to (see corresponding # above):</i>	<i>This learning outcome will be assessed in the following items:</i>
3a	Written communication	3, 4, and 5	<ul style="list-style-type: none"> <li>• Career exploration report</li> <li>• Self-assessment report</li> <li>• Top take-away</li> </ul>
3b	Oral communication	1, 2, and 6	<ul style="list-style-type: none"> <li>• Career exploration report</li> <li>• Attendance and participation</li> <li>• Team presentation</li> <li>• Top take-away</li> </ul>
4	Teamwork	6	<ul style="list-style-type: none"> <li>• Team presentation</li> </ul>
5a.	Ethical, social, and environmental responsibility	N/A	N/A
5b.	Social and cultural awareness	4 and 5	<ul style="list-style-type: none"> <li>• Career exploration report</li> <li>• Self-assessment report</li> </ul>

For more information on the Undergraduate Program Learning Goals and Outcomes, see the School's Course Outlines Policies webpage: <https://www.business.unsw.edu.au/degrees-courses/course-outlines/policies>

### 3 LEARNING AND TEACHING ACTIVITIES

#### 3.1 Approach to Learning and Teaching in the Course

In MGMT 2725, I take an active, adult-learning approach that stresses interactive teaching and learning. In order to succeed in this course, you must be an active participant in and be responsible for your own learning. Learning in a class setting is a collective responsibility that requires you to read, reflect, listen, question, reformulate, and critique. In order for the lectures and tutorials to be optimally productive, everyone will have to commit to doing the outside work; reading the assigned materials; completing the self-assessment tools; bringing engaging ideas and questions for class discussion; coming to class on time thoroughly prepared, mentally present, and fully involved throughout the class.

#### 3.2 Learning Activities and Teaching Strategies

Learning occurs in the lectures and tutorials but also by completing a number of assessments.

##### **To prepare for the lectures and tutorials, you need to:**

- complete weekly reading(s)
- download weekly lecture notes from Moodle
- check your unsw email regularly to complete self-assessments online (see p. 11)
- on completion of each self-assessment and after its debrief in the lecture/tutorial, complete the relevant section in the Self-Reflection Booklet.
- Watch online videos and complete exercises, where relevant.
- complete assessment items (see p. 4).

## 4 ASSESSMENT

### 4.1 Formal Requirements

In order to pass this course, you must:

- ☐ achieve a composite (i.e., overall ) mark of at least 50 for the course;
- ☐ complete and submit all assessment tasks and hurdles; and,
- ☐ attend at least 80% of the lectures and 80% of tutorials

### 4.2 Assessment Details

	<b>Assessment Task and Hurdles</b>	<b>Weight</b>	<b>Length</b>	<b>Due Date</b>
<b>1a</b>	Career Exploration Report (Part 1) – Formative Feedback	Must attempt to pass (Hurdle)	1 page	Week 3 tutorial
<b>1b</b>	Career Exploration Report (Part 2)	25%	1,000 words	Week 7 tutorial
<b>2</b>	Team Research Presentation	25%	20 mins	Team presentations, online team member evaluations, and feedback to each presentation team due in Weeks 9, 10, and 12 tutorials.
<b>3a</b>	Two Themes – Formative Feedback	Must attempt to pass (Hurdle)		Week 8 tutorial
<b>3b</b>	Self-Assessment Report	30%	2,500 words	Week 12 tutorial
<b>4</b>	Top Take-Away	10%	1 page + 1 min presentation	Week 13 tutorial
<b>5</b>	Attendance and Participation	10%		Lectures and tutorials throughout the course.

### ASSESSMENT 1: CAREER EXPLORATION REPORT

<b>HURDLE 1a:</b>	<b>Career Exploration Report (Part 1) (NO MARKS ALLOCATED)</b>
<b>Due:</b>	<b>Week 3 tutorial</b>

Given that the more thought you put into this exercise the more it will help you make informed career and job choices (Assessment 1b, discussed below), you will have the opportunity to obtain oral feedback on how you are progressing in this exercise **before** you

conduct your interviews. Please use this opportunity to prepare for and make the most out of these the interviews.

Your plan (1 page, in bullet point, where appropriate) should include the following:

Step 1: Identify one or two career(s) and/or job(s) you would like to pursue.

Step 2: Identify 1 sample assumption/belief and 1 sample uncertainty concerning *each* career or job you chose.

Step 3: Translate Step 2 into questions:

- Questions are accurately translated in a way that will solicit responses that validate or invalidate each of your assumption/belief and uncertainty. Questions should be phrased professionally.

Step 4: Choose people to interview and make plans for contact:

- Using some of the criteria provided in the lecture, identify potential interviewees.
- List a few people as 'back-ups'.
- Explain how you will contact them and consider how likely they will agree to be interviewed.

To pass this assessment, you need to submit your plan in your Week 3 tutorial. Your tutor will make a note that this has been done and provide feedback to some of you during this time. The rest of the class will receive feedback during the tutor's consultation. The times and place to meet with the tutor will be communicated in Week 3 tutorial.

<b>ASSESSMENT 1b: Career Exploration Report (Part 2) (25%)</b>
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<b>Due: Week 7 tutorial</b>
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Purpose:

This assessment will help you discover your compatibility with the careers and jobs that you currently would like to pursue and thus make more informed career and job choices.

This exercise provides you with an opportunity to systematically investigate a variety of self-identified careers and jobs. Through such an investigation, you will be able to validate or invalidate the assumptions and beliefs you currently hold concerning your potential career choices and to explore other questions that you might have concerning those careers. Furthermore, this exercise will provide you with practice in networking with people in your chosen careers or jobs.

Overview:

You will complete the exercise by interviewing people who are knowledgeable about the careers or jobs you are considering. You will then write a final report describing what you have learned about those careers or jobs and networking experience and reflecting upon your next steps in career planning. **Details for this assessment are available on Moodle.**



## MARKING CRITERIA FOR CAREER EXPLORATION REPORT (PART 2)

Key Criteria	Grade
1) Step 1 <ul style="list-style-type: none"> <li>Identify one or two career(s) and/or job(s).</li> <li>Career and job are defined in an accurate manner.</li> <li>Explain whether and how the chosen careers and/or jobs represent careers or jobs.</li> </ul>	/3
2) Step 2 <ul style="list-style-type: none"> <li>Identify assumptions/beliefs and uncertainties about each career and/or job. This list should be comprehensive and demonstrates that the student has given Step 2 careful consideration.</li> </ul>	/4
3) Step 3 <ul style="list-style-type: none"> <li>Questions, phrased in a professional manner, are accurately translated in a way that solicits responses that validate or invalidate each assumption/belief and uncertainty.</li> </ul>	/3
4) Step 4 <ul style="list-style-type: none"> <li>Interviewed two relevant individuals.</li> <li>Thoughtful application of course concept(s) when analysing the process.</li> <li>Quality of analysis of and reflection on the contact process.</li> <li>Describe one lesson learnt in light of the analysis and reflection.</li> </ul>	/5
5) Step 5 <ul style="list-style-type: none"> <li>Quality and clarity of the summary of findings (i.e., Steps 5a and b)</li> <li>Quality of analysis of and reflection on the findings (i.e., Steps 5c and d): Thoughtful application of course concept(s) when analysing the findings. The reflection includes career plans change vs. no change, specific plan moving forward, and a lesson learnt in light of the findings.</li> </ul>	/7
6) Written construction and presentation is clear, concise and logical (e.g. At least 2 academic readings are used and integrated in the reflection; Harvard style referencing; no spelling errors; work is edited; written expression is clear; all sections of the assignment are present; paragraphs are well developed; content is conveyed clearly).	/3
7) Late penalty      yes/no	-
<b>Total</b>	<b>/25</b>

### ASSESSMENT 2: TEAM RESEARCH PRESENTATION (25%)

**Due:** Presentations during tutorial in Weeks 9, 10, and 12

#### Purpose:

The purpose of this assignment is threefold: first, it will enhance your understanding of current research in careers and help you to appreciate how research can inform managerial practice, personal development, and career management. Second, it will help you improve your presentation skills and provide you with experience in working in teams. Third, it will provide you with opportunities to give constructive feedback to your peers.

#### Overview:

You will form teams of three to five students. The teams will be allocated topics during week 3 tutorial. THE READINGS FOR EACH TOPIC CAN BE FOUND IN 5.2.2 OF THIS COURSE OUTLINE. THE READINGS ARE AVAILABLE ON MOODLE.

**Your core articles will be the TWO readings assigned based on your team's allocated topic.** You will also be required to select **ONE more article** to add depth to your understanding of the topic area (i.e., total of 3 articles). It may provide a real-world perspective of the issues explored. The additional article must be from an established source (i.e., newspapers, periodicals, or journals). Websites, online blogs etc. are NOT acceptable.

**Detailed instructions for this assignment can be found on Moodle.**

**Marking:** There are three components to this assessment.

- 1) **Presentation (Team: 18 marks):** You will be marked *collectively* on the quality of information shared and the presentation method (including whether the whole team actively participated in the presentation and discussion, any props etc used) and your ability to lead the class discussion and engage the audience. You do not need to have all the answers; in fact, you will probably have a few questions for the class to think about. However, you need to *demonstrate that you understand the key issues and have reflected on some reasonable alternatives, implications, and explanations*. All team members will be assigned the same overall mark.
- 2) **Team member evaluation (Individual: 3 marks):** At the end of the presentation, each team member will anonymously evaluate your contributions to and ability to work effectively in your team. The LIC expects each student to fulfil their team commitments. If a team member does not perform satisfactorily, give that team member less than 3 marks. The final team evaluation mark for an individual is the average of the other team members' evaluations of that individual (your rating of yourself will not be included in this average). The evaluation items will be made available on Moodle by Week 4. You will receive an email in your unsw inbox when the online evaluations are available and you will need to *submit your evaluations by 5pm on Friday, the week of your presentation*. If you fail to submit your evaluations on time, you will receive 0 for this component.
- 3) **Feedback to teams (Individual: 4 marks):** At the end of each presentation day, you will submit feedback forms to your tutor. The tutor will evaluate the quality of your feedback based on the principles of effective feedback to be discussed in Week 9. Your feedback form, which will remain anonymous, will be distributed to each relevant team after its review by your tutor. Your feedback is worth 1 mark per team.

### **MARKING CRITERIA FOR TEAM EMPIRICAL RESEARCH PRESENTATION**

<b>Key Criteria</b>	<b>Grade</b>
1. Topic area was introduced clearly and accurately.	/2
2. Key issues and the main take-aways from the articles were identified and clearly communicated.	/5
3. Identified relevance to early career.	/3
4. Audience engagement was effective. The interaction with the audience increased the depth of understanding of key issues, as well as interest in the topic area.	/5
5. Chosen method of presentation was effective, well executed and creative (including visual aids, presentation style, team transitions).	/2
6. Time was used effectively.	/5
7. All team members actively participated in the presentation and discussion.	/5

Key Criteria	Grade
8. Team member evaluations (i.e., the average mark the student receives from his/her fellow team members).	/3
9. Quality of feedback to each team.	/4
<b>Total</b>	<b>/25</b>

### ASSESSMENT 3: SELF-ASSESSMENT REPORT

<b>HURDLE 3a:</b>	<b>FORMATIVE FEEDBACK (NO MARKS ALLOCATED)</b>
<b>Due:</b>	<b>Week 8 Tutorial</b>

You will have the opportunity to receive formative feedback from your tutor and tutorial class for two themes during Week 8 tutorial. You will need to watch a video online regarding how to write your Self-Assessment Report (available on Moodle in Week 6) before you formulate your themes. Although marks are not allocated, submission is compulsory and a requirement in completing the course. Remember that 30% is a big chunk of assessment. Make the most of this opportunity to ensure that you are on the right track!

<b>ASSESSMENT 3b:</b>	<b>SELF ASSESSMENT REPORT (30%)</b>
<b>Due:</b>	<b>Week 12 Tutorial</b>

Purpose: To help you develop personal awareness such that you can determine a career path that will 'fit' you best. Early in the course you will be provided with assessment tools that will help to assess your values, interests, personality, and skills. You will then have an opportunity to reflect on the results from these tools and synthesise them into a meaningful report that will provide new insights and recommendations for your future.

**Details of this assessment can be found on Moodle.**

### SELF-ASSESSMENT REPORT MARKING CRITERIA

Key Criteria	Grade
1. Provides comprehensive and relevant background information about self.	/3
2. Themes are: <ul style="list-style-type: none"> <li>• Accurately labelled and defined</li> <li>• Described based on at least <b>3</b> self-assessment results</li> </ul>	/6
3. Relevant themes are linked, analysed, and discussed together to develop an overall interpretation of self.	/6
4. An appropriate range of theory (from course readings, journal articles) is used and integrated in discussing the relevant themes	/5
5. Generates recommendations based on the analysis and integration of the six themes and highlights specific points upon which to proceed for their career. Justifies why these recommendations are effective.	/6

Key Criteria	Grade
6. Written construction and presentation is clear, concise and logical (e.g. lists all the assessment tools and the date/s these assessments were completed; the referencing is accurate and in the Harvard format; no spelling errors; work is edited; written expression is clear; all student details are clearly presented, all sections of the assignment are present, paragraphs are well developed, content conveyed clearly).	/4
7. Late penalty      yes/no	-
<b>Total</b>	<b>/30</b>

#### **ASSESSMENT 4:      Top Take-Away (10%)**

**Due:                      Week 13 Tutorial**

Purpose: This assignment assesses your ability to synthesize, reflect, and share your learning with the class. You will apply academic knowledge, skills, and insights gained during the course to your own career.

**Details of this assessment can be found on Moodle**

#### **ASSESSMENT 5:      ATTENDANCE AND PARTICIPATION (Lectures 5%; Tutorials 5%)**

**Due:                      Throughout the semester**

Attendance and active participation during lectures and tutorials are central components of the learning process in this course. To be an active participant, you will need to attend lectures and tutorials fully prepared by completing self-assessments and assigned readings.

During the lectures, you will be asked to participate in and submit your responses to exercises related to the content covered that day and/or sign an attendance sheet. Your lecture mark will be based on submission of these exercises and attendance. Your tutorial mark will be based on your attendance and participation.

***NB: Students will not be eligible for attendance and participation marks (nor will they pass the course based on UNSW policy) if, without proof of medical certificates, their attendance levels are below 80% for lectures and tutorials (i.e., below 4 out of 5% for each component).***

### **4.3      Assessment Format**

For all written assignments, you will need to:

- Include a Cover Sheet - The Assignment Cover Sheet **MUST** be signed and attached when submitting assignments. Cover sheets are posted on Moodle and are located on Level 5, School of Management, West Lobby, UNSW Business School Building.

- Disclose word count on the first page of your assignment - Flexible within +/- 10% of prescribed limit. Deviations are subject to penalties. Word count excludes Cover Sheet, Appendix, and References.
- Details to include - Your name, student number, word count, and report name.
- Format - Unless otherwise stated, double spaced and a standard a 2.5 cm margin on each side; each page should be numbered (incl. appendices); use Harvard Referencing Style.
- Staple or Bound Assignments - no paper clips, please!
- Label assignment files to Turn-it-in as follows -  
Surname\_Firstname\_ZID\_Assignmentname.doc  
E.g., Jane Jones would submit her Self-Assessment Report as:  
*Jones\_Jane\_z3012549\_SelfAssessmentReport.doc*

#### 4.4 Assignment Submission Procedure

##### 4.4.1 Hard copy submission

All assignments that are not submitted during the tutorial, need to be handed in, stapled and with a Business School cover sheet, to the assignment box on level 5, West Lobby, UNSW Business Building no later than 5pm on the due date (i.e., your tutorial date).

##### 4.4.2 Turn-it-in

All assignments must be uploaded into Turn-it-in using the link on Moodle. Soft copies must be submitted by the beginning of the tutorial time on the due date. For example, the self-assessment report for students in the Wednesday 1pm tutorial is due at 1pm on Oct 18, 2017. This will be the cut off time for uploading the soft-copy. Assignments will not be marked if a soft copy of the final version of your assignment has not been uploaded.

#### 4.5 Special Consideration, Late Submission and Penalties

For information on Special Consideration please refer to the Business School's Course Outlines Policies webpage.

Late submission of an assessment without prior (i.e., at least 24 hour) written permission from the Lecturer-In-Charge is NOT acceptable. The tutor will DEDUCT 10% from the overall mark for each 24 hour cycle for which an assessment is late without written permission. If your tutorial time is 1pm on Wednesday, one late twenty-four hour cycle begins at 1:01pm Wednesday until 1pm Thursday. You must submit a soft copy to Turn-It-In AND a HARD COPY to your tutor – submitting an email version does *not* circumvent the late penalty. The submitted Turn-It-In copy and the hardcopy must be identical.

##### Quality Assurance

The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential and will not be related to course grades.

### 5.1. Self-Assessments and Self-Reflection Booklet

For your self-assessment report, you will be required to complete a series of self-assessments online. You will be notified of the availability of the assessments via your unsw email one week before their due dates (i.e., on the previous Tuesday at 9am). Reminder emails will be sent on the previous Friday at 9am for lecture self-assessments and 5pm for tutorial self-assessments. It is critical that you check your unsw email regularly. It is YOUR responsibility to ensure you have completed all self-assessments on time. A debrief will be conducted in the relevant lectures and tutorials.

**IMPORTANT:** Your individual scores will be provided via a feedback report on completion. The feedback report will be sent to your unsw email. However, YOU MUST PRINT OR SAVE THE FEEDBACK REPORT THAT APPEARS IN YOUR BROWSER IMMEDIATELY AFTER YOU SUBMIT YOUR RESPONSES, as occasionally these emails disappear into the ether. In all, you have two opportunities to save your reports. **DO NOT ASK THE LECTURER FOR YOUR FEEDBACK REPORTS.** In extenuating circumstances (e.g., your computer crashed *and* your back-up was destroyed), please provide evidence of the circumstance and the last day to ask for feedback reports is *Oct 3 (Tuesday 5pm)*. Emails received after this date will not be responded to. These feedback reports are required for the completion of your Self-Assessment Report.

Copies of the Self-Reflection Booklet will be available on 5/F UNSW Business School Building, West Lobby, School of Management beginning Week 0. You will need to complete this after the debrief of each self-assessment tool.

### 5.2 Course readings

All readings, chosen to enhance your understanding of the key course concepts, can be found on Moodle.

#### 5.2.1 Required Readings for Lectures

##### Week 1

Gosling, J., and Mintzberg, H. (2004). Reflect Yourself: Take Time Out Of Your Busy Day To Reflect On Yourself And Where Your Team Is Headed. *HR Magazine*, Vol. 49. No. 9. 151-156.

Hall, D. T. (2002). The Study of Careers (Chpt 1). *Careers In and Out of Organizations*. 1st ed. California: Sage. pp.3-16.

##### Week 2

Hall, D. T. (2002). Protean Career Contract (Chpt 2). *Careers In and Out of Organizations*. 1st ed. California: Sage. pp.17-46.

##### Week 3

Super, D. E. (1987). Life career roles: Self-Realisation in Work and Leisure in D. T. Hall and R. A Katzell (Eds.) *Career Development in Organisations*. San Francisco: Jossey-Bass Publishers. pp.95-119.

##### Week 4

Grant, A. (2013). How Givers, Takers, and Matchers Build Networks? (Chap 2) in Grant, A. *Give and Take: A Revolutionary Approach to Success*. New York: NY Penguin. pp. 27-60.

Ibarra, H., and Lineback, K. (2005). What's your story? *Harvard Business Review*, 83, pp. 64-72.

### **Week 5**

Gopnik, A. (2015). The Dangers of Believing That Talent Is Innate; A study of academia shows how being convinced of intrinsic ability may lead to bias and unwillingness to change. *Wall Street Journal* (Online), 04 Feb, New York, N.Y.

Judge, T. A., and Kammeyer-Mueller, J. D. (2007). Personality and career success. *Handbook of career studies*. pp.59-78.

### **Week 6**

Lammers, J., Dubois, D., Rucker, D. D., and Galinsky, A. D. (2013). Power gets the job: Priming power improves interview outcomes. *Journal of Experimental Social Psychology*, Vol. 49, pp. 776-779.

### **Week 7**

Robbin, S. P., and Judge, T. A. (2008). Power and Politics (chpt. 14). *Organizational Behavior*. 13<sup>th</sup> ed. Pearson Prentice Hall. pp.448-461. (skip the politics section)

Pfeffer, J. (2010). Power Play. *Harvard Business Review*, July-August. pp. 84-92

### **Week 8**

Gati, I., and Levin, N. (2015). Making better career decision. In P. J. Hartung, M. L. Savickas, and B. W. Walsh (Eds.) *Handbook of career intervention: Vol. 2*. Washington, DC: American Psychological Association. pp. 193-207.

Jackson, W.H. (2006). Time perspective and motivation. [ONLINE]. Retrieved 09 July 2011 from <http://internet.cybermesa.com/~bjackson/Papers/Jackson2006TimePerspectiveMotivation.pdf>

### **Week 9**

O'Rourke IV, J. S. (2004). Listening and Feedback (chpt. 7). *Management communication: A case analysis approach*. Prentice Hall, New Jersey. Pp. 188-194.

### **Week 10**

Malhotra, D. (2014). 15 Rules for Negotiating a Job Offer. *Harvard Business Review*, April pp. 1-5.

### **Week 11**

Eagly, A. H., and Carli, L. L. (2007). Women and the labyrinth of leadership. *Harvard Business Review*, July pp. 1-11.

### **Week 12**

Greenhaus, J. H., Callanan, G. A., and Kaplan, A. (1995). The role of goal setting in career management. *International Journal of Career Management*, 7, pp. 3 – 12

## 5.2.2 Core Readings for Research Presentations

### **TOPIC 1: Career Success**

Singh, R., Ragins, B. R. & Tharenou, P. (2009). What matters most? The relative role of mentoring and career capital in career success. *Journal of Vocational Behavior*, 75, pp. 56-67.

Koch, M., Forgues, B. & Monties, V. (2015). The Way to the Top: Career Patterns of Fortune 100 CEOs. *Human Resource Management*

### **TOPIC 2: Abusive Supervision**

Barnes, C.M., Lucianetti, L., Bhawe, D.P. and Christian, M.S. (2015). "You Wouldn't Like Me When I'm Sleepy": Leaders' Sleep, Daily Abusive Supervision, and Work Unit Engagement. *Academy of Management Journal*, 58(5), pp.1419-1437.

Harvey, P., Stoner, J., Hochwarter, W., & Kacmar, C. (2007). Coping with abusive supervision: The neutralizing effects of ingratiation and positive affect on negative employee outcomes. *Leadership Quarterly*, 18, pp. 264-280.

### **TOPIC 3: Politics**

Wiltshire, J., Bourdage, J.S. and Lee, K. (2014). Honesty-humility and perceptions of organizational politics in predicting workplace outcomes. *Journal of Business and Psychology*, 29(2), pp.235-251.

Hsiung, H.H., Lin, C.W. and Lin, C.S. (2012). Nourishing or suppressing? The contradictory influences of perception of organizational politics on organizational citizenship behaviour. *Journal of Occupational and Organizational Psychology*, 85(2), pp.258-276.

### **TOPIC 4: Job Crafting**

Berg, J.M., Grant, A.M. and Johnson, V. (2010). When callings are calling: Crafting work and leisure in pursuit of unanswered occupational callings. *Organization Science*, 21(5), pp.973-994.

Petrou, P., Demerouti, E. and Schaufeli, W.B. (2016). Crafting the change: The role of employee job crafting behaviors for successful organizational change. *Journal of Management*.

### **TOPIC 5: Work-family balance**

Lyness, K. S. and Judiesch, M. K. (2008). Can a manager have a life and a career? International and multisource perspectives on work-life balance and career advancement potential. *Journal of Applied Psychology*, 93(4), pp. 789-805.

Kossek, E. E. (2016). Managing work-life boundaries in the digital age. *Organizational Dynamics*, 45, 258-270.

## 5.3 Additional Reference Material

### **Relevant Periodicals:**

For a list of relevant periodicals to explore various careers topics and to search for articles for your team empirical research presentation, please see Moodle.



## **6 COURSE EVALUATION AND DEVELOPMENT**

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's myExperience survey is one of the ways in which student evaluative feedback is gathered. In this course, I will seek your feedback through my Experience survey and ongoing input from class interactions.

## 7 COURSE SCHEDULE

Week	Lecture Topic	Lecture readings & preparation	Tutorial Topic	Tutorial readings & preparation	Assessment (due in tutorial)
1 24 Jul	Introduction	<p><b><u>Prep:</u></b></p> <ul style="list-style-type: none"> <li>- Identify questions regarding the course outline</li> </ul> <p><b><u>Self-Assessment:</u></b></p> <ul style="list-style-type: none"> <li>- Begin in Week 0: <ul style="list-style-type: none"> <li>o <b><i>Structured Autobiography (SA)</i></b></li> </ul> </li> </ul> <p><b><u>Readings Week 1</u></b></p>	NO TUTORIALS		
2 31 Jul	Careers: The Basics I	<p><b><u>Self-Assessment:</u></b></p> <ul style="list-style-type: none"> <li>- Bring your feedback report: <ul style="list-style-type: none"> <li>o <b><i>Career Self-Efficacy Time 1 (CSE1)</i></b></li> </ul> </li> </ul> <p><b><u>Reading Week 2</u></b></p>	Getting Started	<p><b><u>Self-Assessment:</u></b></p> <ul style="list-style-type: none"> <li>- Bring your results: <ul style="list-style-type: none"> <li>o <b><i>Interviews with Significant Other (ISO)</i></b></li> </ul> </li> </ul>	
3 7 Aug	Careers: The Basics II	<p><b><u>Self-Assessment:</u></b></p> <ul style="list-style-type: none"> <li>- Bring your feedback report: <ul style="list-style-type: none"> <li>o <b><i>Holland's Vocational Choices (HVC)</i></b></li> </ul> </li> </ul> <p><b><u>Reading Week 3</u></b></p>	Team Allocation, Debrief, & CE Report (Part 1) Feedback	<p><b><u>Self-Assessment:</u></b></p> <ul style="list-style-type: none"> <li>- Complete: <ul style="list-style-type: none"> <li>o <b><i>Self-Evaluation Scales (SES)</i></b></li> </ul> </li> <li>- <u>Review on Moodle:</u> Self-evaluation scales debrief notes</li> </ul>	CAREER EXPLORATION REPORT (PART 1)
4 14 Aug	Practical Workshop I: Networking & Presentation Skills	<b><u>Readings Week 4</u></b>	Debrief	<p><b><u>Self-Assessment:</u></b></p> <ul style="list-style-type: none"> <li>- Bring your feedback report: <ul style="list-style-type: none"> <li>o <b><i>Work Values Inventory (WVI)</i></b></li> </ul> </li> </ul>	

Week	Lecture Topic	Lecture readings & preparation	Tutorial Topic	Tutorial readings & preparation	Assessment (due in tutorial)
5 21 Aug	Personality	<u>Self-Assessments:</u> <ul style="list-style-type: none"> <li>- Bring your feedback reports: <ul style="list-style-type: none"> <li>o <b>HEXACO</b></li> <li>o <b>Goal Orientation (GO)</b></li> </ul> </li> </ul> <u>Readings Week 5</u>	Networking		TEAM CONTRACTS
6 28 Aug	Practical Workshop II: Resume Writing & Interview Skills (To be confirmed)	<u>Reading Week 6</u>	<b>NO TUTORIALS</b>  <b>***WATCH VIDEO ONLINE</b>	<u>Prep:</u> <ul style="list-style-type: none"> <li>- Gather all of your completed SA feedback reports.</li> <li>- <u>Watch online:</u> <b><i>The Anatomy of the Self-Assessment Report</i></b></li> </ul>	
7 4 Sep	Power and influence	<u>Self-Assessment:</u> <ul style="list-style-type: none"> <li>- First complete: <ul style="list-style-type: none"> <li>o <b>ASI</b></li> </ul> </li> <li>- Then <u>watch</u> online: <ul style="list-style-type: none"> <li>o <b>ASI Debrief</b></li> </ul> </li> </ul> <u>Readings Week 7</u>	Debrief & Interviewing	<u>Self-Assessment:</u> <ul style="list-style-type: none"> <li>- Bring your feedback report: <ul style="list-style-type: none"> <li>o <b>Career Anchors (CA)</b></li> </ul> </li> </ul>	CAREER EXPLORATION REPORT (PART 2)
8 11 Sep	Career Decision-Making	<u>Self-Assessment:</u> <ul style="list-style-type: none"> <li>- Bring your feedback report: <ul style="list-style-type: none"> <li>o <b>Time Perspective (TP)</b></li> </ul> </li> </ul> <u>Readings Week 8</u>	Self-Assessment Report Preparation & Feedback	<u>Prep:</u> <ul style="list-style-type: none"> <li>- Bring in two themes you have identified so far.</li> </ul>	TWO THEMES
9 18 Sep	Practical Workshop III: Communicating Effectively on Social Media  Lecture: Giving and Receiving Feedback	<u>Reading Week 9</u>	Team Presentations I	<u>Prep:</u> <ul style="list-style-type: none"> <li>- Come prepared to engage in class discussions and provide constructive feedback.</li> </ul>	PRESENTATION 1 – CAREER SUCCESS  PRESENTATION 2 – ABUSIVE SUPERVISION

Week	Lecture Topic	Lecture readings & preparation	Tutorial Topic	Tutorial readings & preparation	Assessment (due in tutorial)
MID-SEMESTER BREAK: Fri 23 Sep – Sat 2 Oct inclusive (2 Oct = Labour Day Public Holiday)					
10 2 Oct	Graduate Panel  Lecture: Negotiation	<u>Prep:</u> - Prepare questions for the Graduate Panel  <u>Reading Week 10</u>	Team Presentations II	<u>Prep:</u> - Come prepared to engage in class discussions and provide constructive feedback.	PRESENTATION 3 – POLITICS  PRESENTATION 4 – JOB CRAFTING
11 9 Oct	Social Issues in Careers	<u>Reading Week 11</u>	Negotiating for your first job	<u>Prep:</u> - Read your employee or employer role provided in Week 10 tutorial (DO NOT SHARE ROLES)	
12 16 Oct	Managing your Career : Goal-Setting & Motivation	<u>Self-Assessment:</u> - Bring feedback report: o <i>Career Self-Efficacy – Time 2 (CSE2)</i>  <u>Reading Week 12</u>	Team Presentation III	<u>Prep:</u> - Come prepared to engage in class discussions and provide constructive feedback.	PRESENTATION 5 – WORK/LIFE BALANCE  SELF-ASSESSMENT REPORT
13 23 Oct	No Lecture		Top Take-Away Presentations		TOP TAKE-AWAY REPORT