Students with enquiries about program (degree) requirements should contact the College office; enquiries about course administration (subjects) are normally handled by the relevant Research School.

Draft Course Outline

MGMT2005
Career Planning and Management
Semester 1, 2014

COURSE DESCRIPTION

The overarching goal of this course is to help students develop a deeper understanding of theory and research in the area of career development and planning and to demonstrate how such knowledge is pertinent for the effective management of the students’ career prospects. The course operates under the assumption that an in-depth understanding of career issues will help students become a successful employee or leader and will assist with their long-term career goals and aspirations.

<table>
<thead>
<tr>
<th>Mode of Delivery</th>
<th>On campus</th>
</tr>
</thead>
</table>
| **Course Convenor/Lecturer:** | Simon Lloyd Restubog, Ph.D.  
Laramie Tolentino, M.A. |
| **Phone:** | (02) 6125 7319 |
| **Email:** | Simon.Restubog@anu.edu.au |
| **Website:** | https://cbe.anu.edu.au/people/rsm/simon-restubog/ |
Office hours for student consultation: Tuesday 3-4pm, Room 2.25, CBE Building (26C)
Student administrator/s: RSM Student Office (Monday to Friday 9am to 5pm)
Phone: 6125 6737 or 6125 9839
Email: Enquiries.rsm@anu.edu.au
Tutor/s: Laramie Tolentino, M.A.
Room 1054, PAP Moran Building (26B)
Laramie.Tolentino@anu.edu.au
(02) 6125 7279
Student consultation - Tuesday, TBA

http://programsandcourses.anu.edu.au

COURSE OVERVIEW

Learning Outcomes
At the end of the course, students should be able to:

1. better manage their own careers, in general, and prepare for the job search process, in particular;

2. conceptualise and implement projects in teams;

3. articulate awareness and insights about their strengths and growth areas and develop practical strategies to apply these insights in managing their own career development;

4. determine a career path that best suits their values, interests, personality, and skills;

5. identify factors and issues influencing employees and their careers;

6. compare and contrast the various theories of career choice and development; and,

7. develop an in-depth understanding of theory and research in the area of career development.

Approaches to Teaching and Learning
We subscribe to the tenets of a learner-centred teaching philosophy focusing on the students’ experiences, abilities, and competencies. Our role is to encourage, facilitate, and help sustain this process. We expect you to be responsible for your own learning. As such, we will assume that you have devoted time and effort reading the assigned material, and that you will attend to the lecture with questions that you wish to address, and insights, and personal experiences that you wish to share. In essence, maximising your learning
requires that you read the assigned materials and actively participate in discussions and activities.

**Assessment Summary**

**Formal Requirements**

In order to pass this course, you must:

- achieve a composite (i.e., overall) mark of at least 50 for the course;
- fully complete and submit all assessment tasks (including all self-assessment tools);

<table>
<thead>
<tr>
<th>Assessment requirements</th>
<th>Weight</th>
<th>Length</th>
<th>Learning Outcomes</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1a. Self-assessment portfolio and career report (Individual)</td>
<td>35%</td>
<td>4,000 words</td>
<td>1, 3, 4, 5, 6, 7</td>
<td>April 22 (to be submitted at the beginning of the tutorial).</td>
</tr>
<tr>
<td>Assessment 1b. Formative feedback – two themes (Individual)</td>
<td>None</td>
<td></td>
<td>1, 3, 4, 5</td>
<td>March 25 (to be submitted at the end of the workshop).</td>
</tr>
<tr>
<td>Assessment 2a. Research Presentation/Gro up Report (Group)</td>
<td>10%</td>
<td>30 mins.</td>
<td>2, 5, 6, 7</td>
<td></td>
</tr>
<tr>
<td>Assessment 2b. Empirical Research Review Paper (Group)</td>
<td>20%</td>
<td>2,500 words</td>
<td>2, 5, 6, 7</td>
<td>Throughout the tutorials (to be submitted one week after group presentation. For example, Group 1 presents on April 1, review paper has to be submitted on April 8 at the beginning of the tutorial).</td>
</tr>
<tr>
<td>Assessment 3. Contribution in Lecture and Tutorial activities (Individual)</td>
<td>Lecture (5%)</td>
<td></td>
<td>1, 3, 4, 5, 6, 7</td>
<td>Throughout the course and tutorials</td>
</tr>
</tbody>
</table>

Lecture 
Tutorial (10%)
Assessment 4.
Two Long Quizzes (Individual)  20%  30 mins for Q1 and 1 – 1.5 hours for Quiz 2  1, 3, 4, 5, 6, 7  April 1 and May 27 (to be held in the lecture).

**Research-Led Teaching**

The course content will be a blend of research and practice and will include the Lecturer’s research in the area of career development. In addition, key concepts, cases and practical experiences will be presented in the lectures that are not covered in the course material. Lectures and tutorials are supplemented with structured learning exercises and activities (e.g., roleplaying socialised recitations, simulations) that have well-defined objectives and replicate the real-world context.

**Feedback**

Staff Feedback

Students will be given feedback in the following:

1. Written and verbal feedback on the group presentation
2. Written feedback on the self-assessment portfolio and career report
3. Verbal feedback to the whole class during the lectures and in tutorials

Student Feedback

ANU is committed to the demonstration of educational excellence and regularly seeks feedback from students. One of the key formal ways students have to provide feedback is through Student Experience of Learning Support (SELS) surveys. The feedback given in these surveys is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognise excellent teaching, and opportunities for improvement.

For more information on student surveys at ANU and reports on the feedback provided on ANU courses, go to:

http://unistats.anu.edu.au/surveys/selt/students/ and
http://unistats.anu.edu.au/surveys/selt/results/learning/

**Policies**

ANU has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University’s academic standards, and implement them. You can find the University’s education policies and an explanatory glossary at:

http://policies.anu.edu.au/

Students are expected to have read the Code of Practice for Student Academic Integrity before the commencement of their course.
Key policies include:
- Student Assessment (Coursework)
- Student Surveys and Evaluations
- Assessment of Student Learning

**Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topic and Activities</th>
<th>Background reading in preparation for the lecture (available on Wattle)</th>
<th>Tutorial Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>W1</td>
<td>Introduction &amp; Overview of the course; Orientation about course assessments</td>
<td>Course orientation Interview the Lecturer Orientation about article search using the ANU Library</td>
<td></td>
</tr>
<tr>
<td>Feb 18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W2</td>
<td>Importance of careers, the study of careers and the protean career contract (Simon Restubog)</td>
<td>Key issues to be addressed: What is career? How is it conceptualised? Who manages one’s career? <strong>Activity in the lecture:</strong> Brain twister</td>
<td>Formation of groups for Empirical Research Presentation &amp; Review Paper and development of individual and team psychological contracts Selection of topic and presentation week <strong>REMINDER:</strong> Complete Career Autobiography. Complete Interview with significant others. We will discuss the completed career questionnaires in the next tutorial.</td>
</tr>
<tr>
<td>Feb 25</td>
<td></td>
<td>REMINDER: Complete Holland’s vocational choice inventory. We will score and interpret this assessment instrument in the next lecture.</td>
<td></td>
</tr>
<tr>
<td>W3</td>
<td>Theoretical underpinnings of careers (Simon Restubog)</td>
<td>Key issues to be addressed: What are the conceptual bases of career development? <strong>Activity in the lecture:</strong> Complete the Holland’s</td>
<td>Journey into self-awareness: Discussion of career autobiography and interview with significant others <strong>REMINDER:</strong></td>
</tr>
<tr>
<td>Mar 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Key issues to be addressed</td>
<td>Activity in the lecture</td>
</tr>
<tr>
<td>-------</td>
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</tr>
<tr>
<td>W4 Mar 18</td>
<td>“Model of Career Management: Goals, Strategies and Appraisals” (Laramie Tolentino)</td>
<td><strong>Key issues to be addressed:</strong> What are career goals? Why are career goals important in career decision-making?</td>
<td>Complete a 50-minute timed ability test. Discussion on test preparation and taking selection tests. <strong>REMINDER:</strong> Complete Work Values Inventory. We will discuss the completed values inventory in the next tutorial.</td>
</tr>
<tr>
<td>W5 Mar 25</td>
<td>Practical Workshop #1: The Anatomy of the Self-Assessment Report (Simon Restubog)</td>
<td><strong>Key issues to be discussed in the workshop:</strong> How do we integrate the results? How do we develop themes? What insights can we learn from the themes?</td>
<td>Interpretation and discussion of results of Work Values Inventory. Discussion on the role of personal and work values in career choice making and planning.</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Activity</td>
<td>Key Issues to Discuss in the Lecture</td>
</tr>
<tr>
<td>------</td>
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<td>-------------------------------------</td>
</tr>
<tr>
<td>W6</td>
<td>April 1</td>
<td>Resume Writing and Addressing the Selection Criteria (Simon Restubog)</td>
<td>How do we create impactful resumes? How do we bring out the best in ourselves?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Long Quiz 1</strong></td>
</tr>
<tr>
<td>W7</td>
<td>April 22</td>
<td>Recruitment and Selection: Entry from the organization’s perspective (Simon Restubog)</td>
<td>How do organisations select potential employees? What recruitment and selection strategies and approaches are used? Simulating an Assessment Centre</td>
</tr>
<tr>
<td>W8</td>
<td>April 29</td>
<td>Developing a resilient career and career adaptability special topic: Emotions and stress in the workplace (Simon Restubog)</td>
<td>How do workplace events impact emotions at work? How do we manage these emotions? What is the role of emotions in negotiation?</td>
</tr>
<tr>
<td>W9</td>
<td>May</td>
<td>Developing a resilient career and career adaptability</td>
<td>What is power and how does this</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Activity</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
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</tr>
<tr>
<td>6</td>
<td></td>
<td>Special Topic: Power and Politics in Organizations (Simon Restubog)</td>
<td><strong>Tutorial activity:</strong> Detecting political tactics and strategies in the workplace. Feedback will be given to the groups after the tutorial.</td>
</tr>
<tr>
<td>W10</td>
<td>May 13</td>
<td>Developing a resilient career and career adaptability (Laramie Tolentino)</td>
<td><strong>Tutorial activity:</strong> Detecting political tactics and strategies in the workplace. Feedback will be given to the groups after the tutorial.</td>
</tr>
<tr>
<td>W11</td>
<td>May 20</td>
<td>Developing a resilient career and career adaptability (Laramie Tolentino)</td>
<td><strong>Tutorial activity:</strong> Detecting political tactics and strategies in the workplace. Feedback will be given to the groups after the tutorial.</td>
</tr>
<tr>
<td>W13</td>
<td>May 27</td>
<td>Long Quiz</td>
<td><strong>ASSESSMENT REQUIREMENTS</strong></td>
</tr>
</tbody>
</table>

### ASSESSMENT REQUIREMENTS

**Assessment 1a: Self-assessment portfolio and report**

<table>
<thead>
<tr>
<th>Weighting</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>35%</td>
<td>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 intelligence, values, interests, personality, and skills. You will then have an opportunity to reflect on the results from these tools and...</td>
</tr>
</tbody>
</table>
synthesize them into a meaningful report that will hopefully provide new insights and recommendations for your future.

**Deadline**
April 22, 2014 (to be submitted at the beginning of the tutorial)

**Preparation**
A workshop will be held on March 25 to help the students prepare for their assessment

**Required Format**
Please see Wattle for specific guidelines in preparing the self-assessment report

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**Assessment 1b: Formative Feedback**

<table>
<thead>
<tr>
<th>Weighting</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>Students will formulate two themes that can be submitted for formative feedback from your tutor. This is during the same lecture as the workshop on how to write your Self-Assessment Report (March 25). Your submission will be handwritten. You can submit a maximum of two themes and it should not take more than one side of an A4 page (more than this will not be marked). No marks will be allocated;</td>
</tr>
<tr>
<td><strong>Deadline</strong></td>
<td>March 25, 2014 (part of the workshop)</td>
</tr>
<tr>
<td><strong>Preparation</strong></td>
<td>A workshop will be held on March 25 to help the students prepare for their assessment</td>
</tr>
</tbody>
</table>

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**Assessment 2a and 2b: Empirical Research Presentation and Review Paper**

| Weighting | Empirical Research Presentation: 10%  
| Empirical Research Review: 20% |
| **Purpose** | The purpose of Assignment 2a and 2b is twofold: firstly, for you to have a deeper understanding of current research in career management and appreciate how research can inform managerial practice, personal development, and career management. Secondly, for you to improve your presentation skills such that you have experience in delivering useful information in an understandable and engaging way which can lead a group of people in thinking critically about an issue, and facilitate group discussion. |
| **Deadline** | To be submitted one week after your group’s presentation |
| **Preparation** | An orientation on how to write and prepare for your research report and presentation will be given in the tutorial |
| **Required Format** | Please see Wattle for specific guidelines |

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**Assessment 3: Contribution and Participation**

| Weighting | Contribution and Participation in Tutorials: 10% |
| Contribution and Participation in Lectures: 5% |
| **Purpose** | Contribution and participation in tutorial and lecture activities are central components of the learning process in this course. Each student is expected to attend tutorials and lectures fully prepared. This includes completing any self assessments required and completing |
the assigned readings for each class. If you do not complete your self-assessments in time for the lecture or tutorial when it is being scored and discussed, you will not know how to interpret it, and you will fall behind. Furthermore, it will be obvious whether you have completed the readings each week because you will either be actively participating in the weekly discussion in the tutorials, or you will be sitting there looking blank and lost. Remember, all material from the assigned readings is examinable so it is to your benefit that you keep up with your weekly readings and participate in the discussion to solidify your understanding.

The following are some examples of participation:
- Raising and answering substantive issues and questions
- Sharing relevant ideas, observations and personal experiences
- Pointing out relationships to earlier topics and discussions
- Helping others develop their views and ideas

From April 1 onwards there will be a group presenting each week that have done extra background reading, and your tutor will also be there to help guide your understanding. Make sure you take the opportunity to question and clarify your understanding! Please note that you are responsible for all class announcements and handouts, whether you are present or not. Be alert for possible changes.

Assessment 4: Two Long Quizzes

<table>
<thead>
<tr>
<th>Weighting</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>Two long quizzes (i.e., multiple choice questions) will be administered in the semester. It focuses on understanding of theories and research relevant to career development. All multiple-choice questions do not involve memorisation; it assess your ability to apply key concepts and theories in practical situations.</td>
</tr>
<tr>
<td>Preparation</td>
<td>An orientation and review will be held on March 18 – “how to ace Simon’s multiple choice quizzes”</td>
</tr>
<tr>
<td>Schedule</td>
<td>April 1 and May 27, 2014</td>
</tr>
</tbody>
</table>

Coursework requirements
Please note that all assessment items are compulsory in order to pass this course.

Extensions and penalties
All assignment extension requests must be made in advance of the due date to your lecturer. Requests should be made on the Application for Extension of Assignment form which is available from the School office. Significant reasons must exist for an extension and documented medical evidence may need to be provided. Requests will not automatically be granted and students should continue with assignment preparation on the basis that the extension request may not be approved.
Late assignments may attract the following penalties:
10% penalty (of the full mark) per working day, up to 10 days. Assignments will not be accepted more than ten days after the due date. Late assignments are to be submitted through an email directly to the lecturer with a coversheet and either PART B of the request for assignment extension form, or a copy of the email approval from the lecturer.

***Note that decisions about Special Consideration are not made by the teaching staff for this course.

Returning assignments
The assignments will be returned in tutorials.

Resubmission of assignments
Re-submission of assignments is not permitted in this course.

Referencing requirements
The Harvard or American Psychological Association referencing style is to be used. Links to documentation on proper referencing methods are available on the course website or from the ANU Library website: http://anulib.anu.edu.au/lib_home.html.

Examination material or equipment
No extra material is allowed in the final examination for this course.

Tutorial signup
Tutorial registration for this course will be open via the Wattle course site.

Workload
It is expected that you will spend at least eight hours per week studying for this course. This will include: a 2 hour lecture per week and 1 hour tutorial per week. In addition, at least 5 hours per week of private study is needed. This time should be made up of reading, library research, working on exercises and assignments. In periods where you need to complete assignments or prepare for examinations, the workload may be greater. Over-commitment has been a cause of failure for many students. You should take the required workload into consideration when planning how to balance study with the demands of your employment and other social activities.

Keeping informed
You should take note of all announcements made in lectures, tutorials or on the course web site. The PowerPoint handouts (full or partial) for each lecture/tutorial will be made available on the wattle site or via email.

From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. You may also wish to share contact information with one or more of your classmates, in case you need to contact them in the event that you miss a lecture or tutorial. Students are expected to check the Wattle site for announcements about this course (e.g. changes to timetables or notification of cancellation). Emergency cancellation of lectures or tutorials will be posted on the door of the teaching/lecture room.
Prescribed Texts and Reference Materials

Core Readings for Empirical Research Presentations and Tutorial Discussions

April 1: Career success

April 1: Work/family balance

April 22: Employment Interview

April 29: Psychological contracts
May 6: Politics in the workplace


May 13: Coaching and Feedback


May 20: Abusive supervision


May 20


Required Material
All readings will be made available on Wattle.

Required Self-Assessment Tools
You will be required to complete a series of assessment tools that will be the basis for your self-assessment portfolio and career report. Self-Assessment tools will be distributed/administered (in the case of a standardised ability test) in both lectures and tutorials. It is YOUR responsibility to ensure you have collected and completed all Self-Assessment tools. If you are away, you must follow up with your tutor.

Miscellaneous Handouts:
The lecturer may distribute additional handouts. You are responsible for reading and incorporating, where feasible, these additional materials into your learning and skill acquisition.

Office Consultation:
Take the opportunity to see your tutor as this consultation time can be effective in answering questions that you do not feel comfortable voicing in the lecture or tutorial.

Relevant Books:
No text and/or group of selected readings could encompass all of the relevant theory, research, and practitioner literature surrounding career planning, career entry, career management, and career development. Students are encouraged to investigate additional books in their exploration of this subject. The following books may be of interest:


Relevant Periodicals:
Some topics in career planning are reasonably dynamic and the relevant material in books may date quite quickly. It is therefore important to read and explore around the prescribed text/readings and to monitor relevant periodicals (both practitioner as well as academic journals). I strongly recommend that you use the following journal resources for the integrative research summary (note that this is only a partial list of journals which publish research on career-related issues):
- Academy of Management Journal
- Academy of Management Learning and Education
- Applied Psychology: An International Review
- Australian Journal of Career Development
- British Journal of Management
- Canadian Journal of Career Development
- Career Development International
- Career Development Quarterly
- Human Resource Management
- Human Resource Management Journal
- Journal of Applied Psychology
- Journal of Applied Social Psychology
- Journal of Business and Psychology
- Journal of Career Assessment
- Journal of Career Development
- Journal of Management
- Journal of Management Studies
- Journal of Organizational Behavior
- Journal of Occupational and Organizational Psychology
- Journal of Vocational Behavior
- Organizational Behavior and Human Decision Processes
- Personnel Psychology

**Academic Honesty and Plagiarism**
The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For full information regarding policies, penalties and information to help you avoid plagiarism see: [http://academichonesty.anu.edu.au/UniPolicy.html](http://academichonesty.anu.edu.au/UniPolicy.html).

**Support for Students**
The University offers a number of support services for students. Information on these is available online from [http://students.anu.edu.au/studentlife/](http://students.anu.edu.au/studentlife/).