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.

**MGMT2005**

**Career Planning and Management**

**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>
<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Co-Lecturer:</strong></td>
</tr>
<tr>
<td><strong>Convenor/Lecturer:</strong></td>
<td>Simon Lloyd Restubog, Ph.D. Laramie Tolentino, M.A.</td>
</tr>
<tr>
<td><strong>Phone:</strong></td>
<td>(02) 6125 7319</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:Simon.Restubog@anu.edu.au">Simon.Restubog@anu.edu.au</a></td>
</tr>
<tr>
<td><strong>Website:</strong></td>
<td><a href="https://cbe.anu.edu.au/people/rsm/simon-restubog/">https://cbe.anu.edu.au/people/rsm/simon-restubog/</a></td>
</tr>
<tr>
<td><strong>Office hours for student consultation:</strong></td>
<td>Simon Restubog’s consultation: Wednesday, 3:00 – 4:00 pm or by appointment Room 2.26, CBE Building (26C)</td>
</tr>
<tr>
<td>Student administrator/s</td>
<td>RSM Student Office (Monday to Friday 9am to 5pm)</td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Phone:</td>
<td>6125 6737 or 6125 9839</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:Enquiries.rsm@anu.edu.au">Enquiries.rsm@anu.edu.au</a></td>
</tr>
<tr>
<td>Tutor/s:</td>
<td>Laramie Tolentino, M.A. Room 1054, PAP Moran Building (26B) <a href="mailto:Laramie.Tolentino@anu.edu.au">Laramie.Tolentino@anu.edu.au</a> (02) 6125 7279 Student consultation - Wednesday, 4:00 – 5:00 pm or by appointment</td>
</tr>
</tbody>
</table>


**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.

**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.
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.

Feedback

All CBE courses are evaluated using Student Experience of Learning and Teaching (SELT) surveys, administered by Planning and Statistical Services at the ANU. These surveys are offered online, and students will be notified via email to their ANU address when surveys are available in each course. Feedback is used for course development so please take the time to respond thoughtfully. Course feedback is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognise excellent teaching and to improve courses across the university. For more information on student surveys at ANU and reports on feedback provided on ANU courses, visit http://unistats.anu.edu.au/surveys/selt/students/ and http://unistats.anu.edu.au/surveys/selt/results/learning/

Students will be given feedback in the following:
1. Written and verbal feedback on their group presentation
2. Written feedback on the self-assessment portfolio and career report
3. Verbal feedback to the whole class in both lectures and tutorials.

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 Feb 18</td>
<td>Introduction &amp; Overview of the course; Orientation about course assessments</td>
<td>Course orientation Interview the Lecturer Expectation setting Orientation about article search using the ANU Library</td>
<td></td>
</tr>
</tbody>
</table>
| W2 Feb 25 | Importance of careers, the study of careers and the protean career contract (Simon Restubog) | **Key issues to be addressed**: What is career? How is it conceptualised? Who manages one’s career? **Activity in the lecture**: Brain twister | Formation of groups for Empirical Research Presentation & Review Paper and development of individual and team psychological contracts Selection of topic and presentation week  
**REMINDER**: Complete Career Autobiography. Complete Interview with significant others. We will discuss the completed career questionnaires in the next tutorial. |
| W3 Mar 4 | Theoretical underpinnings of careers (Simon Restubog) | **Key issues to be addressed**: What are the conceptual bases of career development? **Activity in the lecture**: Complete the Holland’s vocational choice | Journey into self-awareness: Discussion of career autobiography and interview with significant others  
**REMINDER**: Complete Ideal Job Description Complete Career Anchors. We will discuss the |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Key Issues to Be Addressed</th>
<th>Activity in the Lecture</th>
<th>Interpretation and Discussion of Results of Work Values Inventory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 11</td>
<td>“Personality and abilities” (Simon Restubog)</td>
<td>Why are personality traits and abilities relevant in career planning? What does it take to get ahead?</td>
<td>Scoring and interpreting the Kiersey Temperament Sorter and the Big Five Inventory</td>
<td>Discuss the role of career interests in career choice making and planning.</td>
</tr>
<tr>
<td>W4 Mar 18</td>
<td>“Model of Career Management: Goals, Strategies and Appraisals” (Laramie Tolentino)</td>
<td>What are career goals? Why are career goals important in career decision-making?</td>
<td>Simulate a 50-minute timed ability test.</td>
<td>Complete Work Values Inventory.</td>
</tr>
<tr>
<td>W5 Mar 25</td>
<td>Practical Workshop #1: The Anatomy of the Self-Assessment Report (Simon Restubog)</td>
<td>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.</td>
<td>Discussion on the role of personal and work values in career choice making and planning.</td>
</tr>
</tbody>
</table>

ASSESSMENT DUE: In class, develop two themes for formative feedback; to be
### W6 April 1

- **Bring the following to the lecture:** Your current resume and a job ad that you are interested in.

  - *Practical Workshop #2:* Resume Writing and Addressing the selection criteria (Simon Restubog)

- **"Long Quiz 1" (30 minutes):**
  - **Key issues to discuss in the workshop:** How do we create impactful resumes? How do we bring out the best in ourselves?

- **Group Presentation 1:** Career success

- **Group Presentation 2:** Work/family balance

  - Feedback will be given to the groups after the tutorial.

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### W7 April 22

- **Recruitment and Selection:** Entry from the organization’s perspective (Simon Restubog)

  - **Key issues to discuss in the lecture:** How do organisations select employees? What recruitment and selection strategies and approaches are used?

  - Simulating an Assessment Centre

- **Group Presentation 3:** Interviews


  - Feedback will be given to the group after the tutorial.

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### W8 April 29

- **Developing a resilient career and career adaptability special topic:** Emotions and stress in the workplace (Guest Lecture: Dr Nick Wang, UNSW)

  - **Key issues to discuss in the lecture:** How do workplace events impact emotions at work? How do we manage these emotions? What is the role of emotions in negotiation?

  - What are some evidence-based tips that we can use in job negotiations?

- **Group Presentation 4:** Psychological contracts

  - **Tutorial activity:** Developing basic negotiation skills

  - ***ASSESSMENT DUE***: Submit Self-assessment report and portfolio at the beginning of your assigned tutorial

  - Feedback will be given to the groups after the tutorial.
| W9 May 6 | Developing a resilient career and career adaptability special topic: *Power and Politics in Organizations* (Simon Restubog) | **Key issues to discuss in the lecture:** What is power and how does this impact workplace dynamics? Do influence tactics enable us to get ahead at work? | **Group Presentation 5:** Politics and ethical behaviour  
**Tutorial activity:** Detecting political tactics and strategies in the workplace  
Feedback will be given to the groups after the tutorial. |
| W10 May 13 | Developing a resilient career and career adaptability special topic: *Adaptable workforce* (Laramie Tolentino) | **Key issues to discuss in the lecture:** What is career adaptability? What are the building blocks of career adaptability? | **Group Presentation 6:** Coaching and Feedback  
**Tutorial activity:** Performance management: Providing and receiving feedback.  
Feedback will be given to the groups after the tutorial. |
| W11 May 20 | Developing a resilient career and career adaptability special topic: *Career issues for the diverse workforce* (Laramie Tolentino) | **Key issues to discuss in the lecture:** How does diversity impact our work and processes in the organization? How do we manage diversity issues at work? | **Group Presentation 7:** Abusive supervision  
**Group Presentation 8:** Selection, optimization and compensation in career management  
Feedback will be given to the groups after the tutorial. |
| W13 May 27 | Long Quiz | *** Long Quiz 2  
Integration  
Individual career management consultation  
Disseminate self-assessment reports with marks and feedback | Individual career management consultation |
**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</td>
<td>35%</td>
<td>4,000 words</td>
<td>1, 3, 4, 5, 6, 7</td>
<td>April 29 (to be submitted at the beginning of the tutorial).</td>
</tr>
<tr>
<td>(Individual)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment 1b. Formative feedback – two themes</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>(Individual)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment 2a. Research Presentation/ Group Report (Group)</td>
<td>10%</td>
<td>30 mins.</td>
<td>2, 5, 6, 7</td>
<td>Throughout the tutorials. Verbal feedback will be provided after the presentation.</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 3 presents on April 22, the review paper has to be submitted on April 29 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>
<tr>
<td></td>
<td>Tutorial (10%)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Assessment 4: Two Long Quizzes (Individual)

<table>
<thead>
<tr>
<th>Weighting</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deadline</td>
<td>30 mins for Q1 and 1 – 1.5 hours for Quiz 2</td>
</tr>
<tr>
<td>Preparation</td>
<td>1, 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td>April 1 and May 27 (to be held in the lecture).</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Weighting</th>
<th>35%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</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 synthesise them into a meaningful report that will hopefully provide new insights and recommendations for your future.</td>
</tr>
<tr>
<td>Deadline</td>
<td>April 29, 2015 (to be submitted at the beginning of the tutorial)</td>
</tr>
<tr>
<td>Preparation</td>
<td>A workshop will be held on March 25 to help the students prepare for their assessment</td>
</tr>
<tr>
<td>Required Format</td>
<td>Please see Wattle for specific guidelines in preparing the self-assessment report</td>
</tr>
</tbody>
</table>

### Assessment 1b: Formative Feedback

<table>
<thead>
<tr>
<th>Weighting</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</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>Deadline</td>
<td>March 25, 2015 (part of the workshop)</td>
</tr>
<tr>
<td>Preparation</td>
<td>A workshop will be held on March 25 to help the students prepare for their assessment</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Weighting</th>
<th>Empirical Research Presentation: 10% Empirical Research Review: 20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>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.</td>
</tr>
</tbody>
</table>
**Assessment 3: Contribution and Participation**

| Weighting | Contribution and Participation in Tutorials: 10%  
| 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**

| Weighting | 20%  
| Purpose | 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.

Preparation An orientation and review will be held on March 18 – “how to ace Simon’s multiple choice quizzes”

Schedule April 1 and May 27, 2015
Coursework requirements
Please note that all assessment items are compulsory in order to pass this course.

Extensions and penalties
Where an assignment is submitted after the due date, students are penalised by five per cent of the possible marks available for the assessment task per working day or part thereof.

Special consideration for assessments
Students who are unable to submit their assignment by the due date may be eligible for an extension if supported by an application for Special Consideration.
Information on special assessment consideration can be found at: http://www.anu.edu.au/students/program-administration/assessments-exams/special-assessment consideration.

Special Consideration applications must be completed before the due date of the affected assessment, or no later than three working days after the due date of the affected assessment.

The application must include all supporting documentation and include a copy of as much of the assignment as has been completed by the due time and date.

Special consideration applications are only submitted online at special.consideration@anu.edu.au. You will be notified by the RSM office if an extension has been approved.

Returning assignments
The assignments will be returned in tutorials.

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

Identify your Assignment with your Student Number only
When submitting your assignment please ensure that it contains your student number in the file name and on the first page. Please do not put your name anywhere in your assignment.

Use of Assignments as exemplars and grade moderation
An important resource for enhancing educational quality is a stock of student work which can be de-identified and used as exemplars for future students in ANU courses, and for grade moderation exercises for teaching staff. If you do not wish your assignment to be used for such purposes please include a note to that effect on the front page of the assignment.

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.

**Finalisation of Marks and Grades**
After marking is concluded, the lecturer will submit a report to the Committee of Examiners for the course recommending final marks and letter grades for each student. The Committee comprises, at a minimum, the Director of the Research School of Management, the lecturer, and at least one second examiner. The lecturer's recommendations are based on the points accumulated by each student and judgments about individual student performance, guided by the ANU Policy on Coursework Assessment.

**Tutorial Registration**
Tutorial and/or Seminar signup for this course will be done via the Wattle website. Detailed information about signup times will be provided on Wattle or during your first lecture. When tutorials are available for enrolment, follow these steps:
1. Log on to Wattle, and go to the course site.
2. Click on the link “Tutorial signup here”
3. On the right of the screen, click on the tab “Become Member of ……” for the tutorial class you wish to enter.
4. Confirm your choice

If you need to change your enrolment, you will be able to do so by clicking on the tab “Leave group…” and then re-enrol in another group. You will not be able to enrol in groups that have reached their maximum number. Please note that enrolment in ISIS must be finalised for you to have access to Wattle.

**Communication**
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: Selection, Optimization and Compensation Career Strategies**


**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/).