2014

HRDE 653 Career Development in HRD

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Xavier’s academic mission is dedicated to promoting lifelong learning, critical thinking, and collaborative learning with the whole student in mind. The College of Social Sciences, Health, and Education (CSSHE) prepares undergraduate and graduate students in the Catholic Jesuit tradition intellectually, morally, and spiritually for careers and professions of service by:

- Challenging students to strive for academic excellence and life-long learning,
- Providing applied experiences grounded in theoretical foundations,
- Promoting collaboration and community partnerships,
- Incorporating research, scholarship, and innovation,
- Integrating ethical behavior and a respect for individual differences and diversity.

The HRD program’s ultimate goal is to develop ethical, competent professional leaders who meet the increasing needs of not-for-profit and for-profit organizations for individuals who can perform effectively in critical HRD functions such as training and development, organization development and career development. This goal mirrors the Xavier and CSSHE missions by developing students who have practical skills and ethical standards through which they serve their organizations and society. The program provides students with the skills and ethical awareness to improve individual, group and organizational effectiveness in a society that is changing due to economic, social and world conditions; it provides a strong moral and ethical foundation on which students can base their decisions.

The HRD Program’s Student Learning Outcomes:

Upon graduation from the HRD Program, students should be able to:

- **Communication**: communicate effectively -- orally, in writing, and using technology -- with stakeholders from different cultures and across all organizational levels
- **Ethics**: operate ethically and with social responsibility as a leader, consultant, and change agent, balancing individual and organizational interests
- **Individual, Group and Organizational Effectiveness**: develop strategies to improve individual, group, and organizational effectiveness
- **Training, Career & Organization Development Processes/Programs**: create training,
career, and organization development processes and programs that utilize adult learning principles, align with organization goals, and make effective use of technology

- **Facilitation**: facilitate learning, skill development, problem-solving, dialogue, feedback, and planning sessions with groups and individuals in formal and informal settings
- **Organizational Assessment & Evaluation**: identify organizational needs and implement appropriate interventions, and use evaluation techniques to measure and improve their effectiveness
- **Analysis & Application of HRD Research**: analyze and utilize research, literature, and social media to inform decisions and actions that foster workplace learning and development
- **Critical Thinking**: employ critical thinking skills to develop a viewpoint and communicate it to others orally and in writing
- **Reflection**: reflect upon their own skills, values, competencies, strengths, interests, and needs, and create a plan for ongoing self-development and career opportunities

**General Course Objectives:**

1. Understand and assess applicability of major career development theories and concepts.
2. Describe the four stages of effective personal career development planning.
3. Identify and apply tools and resources while beginning your own career development plan.
4. Demonstrate effective coaching skills during a career development conversation.
5. Discuss the ethical considerations involved in career development.
6. Discuss organizational development interventions that may support associates with effective career development planning such as: assessments, job and career coaching, developmental assignments, mentoring, etc.
7. Discuss current issues in career development such as: career ladder vs. career lattice, development in place, social justice issues in the workforce, etc.

**Substantive Perspective of the Course:**

This course is designed to develop knowledge and skills in analyzing and evaluating "Career Management" as one of the sub-systems in organizations. As part of this process, students will develop an Individual Career Profile and practice coaching, counseling and feedback skills.

**Format:**

Like the other Executive HRD courses, the format may include a variety of approaches including group and individual activities, lecturettes, focused casework, exercises, and role plays. The success of the class will be largely determined by individual participation in the activities; therefore, class attendance is critical. To fully participate in the class activities, it will be important for you to do the readings and work on time.
Texts:


There are a number of Info-Lines located on Blackboard > Course Material > HRDE 653. Other readings and materials will be distributed during the classes or will be required to read on Blackboard.

Course Assignments:

Due January 10, 2014:

- Career Anchors Booklets:
  - Part A: SELF-ASSESSMENT BOOKLET – Read background and instructions carefully, complete the exercise, score the assessment to determine your Career Anchor(s). Read the “Description of Career Anchor Categories”.
  - Part B: PARTICIPANT WORKBOOK -
    - Partner Required: Select a partner in the class who can conduct the interview on Pages 28-33 with you. Exchange booklets. Your interviewing partner will record your comments in YOUR workbook. You will record their comments in THEIR workbook. It is best if the interview is conducted face to face, but it may be conducted over the phone. Expect the interview to take at least two hours.
    - Individual Exercise (to be completed in your own workbook): Complete the exercises on Pages 37-43 on your own and record your notes in YOUR workbook. Read “Analyzing Possible Future Jobs” beginning on Page 43. Complete the exercises that begin on Page 51.

*Career Anchors* must be completed for our first class meeting on Saturday, January 10th. If any questions, contact me at 859-806-8221 or hrdtettenhorst@gmail.com.

- Read Career Moves: Chapters 4-8 are required reading. Complete the exercises at the
conclusion of Chapters 5-8. Chapters 1-3 and 9-10 are optional.

- **Bring your UPDATED resume to class**, using the Resume Style Guide provided on Blackboard in Course Materials > HRDE 653. *(You will turn this resume in at the beginning of class; you will receive a “100” if you turn it in, and a “0” if you do not. This counts for 5% of your final grade. The resume will be returned to you for use during class exercises.)*

- **Bring your MBTI results to class.** This will prove helpful in class exercises.

Due February 1, 2014:

- **Individual Career Portfolio:** Designed for a sample job posting you may be interested in (now or in the future). Includes a revised resume, cover letter, and appropriate supporting materials. Format and content to be discussed in class.

- **Read Help Them Grow or Watch Them Go.** Be prepared for class discussion.

Due Friday, February 28, 2014 - 6:30 pm, in HRDE 652 Class

- **Research Paper:** A 4-5 page paper on a challenge to career development topic. The assignment guidelines will be discussed in class.

**Format of Written Assignments:**

As in all HRD classes, assignments (unless otherwise noted) need to be typed, double-spaced, free of grammatical or typographical errors, and in non-discriminatory language. Please number all pages, provide a cover sheet with your name, date and course number; pages should have a 1 inch margin all around. Papers with more than 1" or less than 1" will not be accepted. All references should be in American Psychological Association style, 6th edition. For ease in transport, please submit papers on plain paper, stapled in the upper left hand corner and place them in the folders given you in the beginning of class. Please don't bind or put papers in report covers. Please use a 12-point Times New Roman font.

**Evaluation Requirements:**

Your final course grade, given to you at the end of the Spring semester, will be computed on the basis of:

1. Challenges in Career Development Paper due 2/28/14 (40%)
2. Class Participation (25%)
3. Individual Career Portfolio due 2/1/14 (20%)
4. Career Anchors due 1/10/14 (10%)
5. Updated Resume due 1/10/14 (5%)

Class participation includes attendance, active and full participation in small group activities, including contributions to small group requirements, and active and full participation in activities of the total class. This also includes active and timely communication with faculty and
classmates, between class sessions, through email and Blackboard, as well as completion of any ungraded assignments. Required ungraded assignments count in the Participation portion of the final grade; if they are not completed, a grade of Incomplete (M) will be submitted for the course.

If for any reason an assignment is late, a half-grade reduction will be given. If the assignment is late by more than 1 week, a full grade reduction will be given. If the assignment is late more than 2 weeks, a full grade and a half reduction will be given. If the assignment is 4 weeks or more late, 2 full grade reductions will be given. For example, if the grade on the assignment was an “A-,” a half-grade reduction would bring it to a “B+;” a full-grade reduction would bring it to a “B”, a full grade and a half would bring it to a “B-”, and 2 full grade reductions would bring it to a “C+”. Grades for assignments are computed on the following basis: A+ = 100; A = 95; A- = 90; B+ = 88; B = 85; B- = 80; C+ = 78; C = 75; C- = 70.

Students with a sound grasp of the materials and a demonstrated ability to analyze those materials at a satisfactory to above average level for graduate students can expect to receive a grade of "B." "C's" will be given for minimal performance. “F's” are a failing grade. "A's" will be reserved to designate excellence. This will require not only a sound grasp of the materials and the demonstration of an ability to analyze them at a graduate level, but also a clear capacity to synthesize and critique the materials and apply principles contained for purposes of effective problem solving. Course grades will be submitted at the end of each semester; students can access their grades on the online MyXU portal.

Final grades for the course will be submitted as “A” (90-100), “B” (80-89), “C” (70-79), or “F” (below 69). Grades of "M" (Graduate Incomplete) will be filed if a student hasn’t completed the graded and ungraded assignments for the course. Students should meet with the professor to determine a date that assignments will be provided the professor. Because of the cohort nature of the program and courses that require assignments that build upon each other, students who receive a grade of Incomplete should complete the course within four weeks after the last day of the term.

Please see the HRD Graduate Student Handbook, Section V2. Evaluation for more information about evaluation standards. See Section VII for Writing Standards & Academic Honesty, and Appendix III on the Education Department’s Statement on Professional Behavior.