

2015

# HRDE 653 Career Development in HRD - XXIV

Mary Tettenhorst  
hunleym@xavier.edu

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**EXECUTIVE HRD PROGRAM**  
**HRDE 653: CAREER DEVELOPMENT IN HRD**  
**(2 graduate credits)**

**CLASS XXIV: SPRING 2015**

**Instructor:**

**Mary Tettenhorst, M.Ed. in HRD**  
**hrdtettenhorst@gmail.com**  
**(Do NOT use Xavier email address**  
**or send through Canvas)**  
**859-806-8221 (Cell)**

**PLEASE CALL OR EMAIL WITH QUESTIONS**  
**OR TO SCHEDULE AN APPOINTMENT**

**Class Dates:**

Saturday, January 17, 2015 from 8 am – 5:30 pm  
Sunday, January 18, 2015 from 8 am – 12 pm  
Saturday, January 31, 2015 from 8 am – 5:30 pm  
Sunday, February 1, 2015 from 8 am – 12 pm

**Classes Meet:** Room 100X Hailstones Hall, unless otherwise advised.

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 (SLO):**

Upon graduation from the HRD Program:

- (1) Students will communicate effectively, ethically, professionally, and with social responsibility – verbally, in writing, and using technology.
- (2) Students will demonstrate strategic analysis skills related to assessment and evaluation, as well as professional and organizational research.
- (3) Students will design, develop, and facilitate HRD strategies and interventions that foster

individual, group, and organizational learning, and support business goals.

- (4) Students will demonstrate problem-solving, critical thinking, reflective analysis, and life-long learning skills.

**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 oriented in two directions. The first is a focus on the personal career development of the students. Through a variety of readings, lectures, group exercises and reflection activities, you will take a deeper look at your own career interests and how to effectively prepare for your desired future. A tangible deliverable of this course is a Career Portfolio – an assignment that has received great appreciation from former students and has proven valuable in their job search.

Secondly, we will transition the concepts applied at the individual level to career development interventions within organizations. Organizations today have a growing focus on the development of their people – to attract and retain associates, as well as to strengthen the collective knowledge and experience of their workforce – ultimately making them a stronger organization. Each of you can contribute by sharing insight on your experiences with your own employers – past and present. As a class, we will explore the value of programs such as job and career coaching, assessments, career development programs and more.

**Format:**

Like the other Executive HRD courses, the format will vary greatly among lecture presentations, group activities, experiential activities, 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:**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Anderson, D. (2011). *Organization development: The process of leading organizational change*. (2<sup>nd</sup> ed.) Thousand Oaks, CA: Sage.

Kaye, B. & Giulioni, J.W. (2012). *Help them grow or watch them go: Career conversations employees want*. San Francisco, CA: Berrett-Koehler Publishers, Inc.

Schein, E. H. (2013). *Career anchors: Participant workbook* (4th ed.). San Francisco, CA: Wiley.

Schein, E. H. (2013). *Career anchors: Self assessment* (4<sup>th</sup> ed.). San Francisco, CA: Wiley.

Williams, C. & Reitman, A. (2013). *Career moves: Be strategic about your future*. Alexandria, VA: ASTD.

Other required or suggested readings and materials may be distributed during class or provided on Canvas.

### **Course Assignments:**

#### **Due January 17, 2015:**

- **Career Anchors Booklets:**
  - **Part A:** Read and complete all exercises in the SELF-ASSESSMENT BOOKLET.
  - **Part B:** Read and complete all exercises in the PARTICIPANT WORKBOOK.
    - **Partner Required: Select a partner in the class who can conduct the interview on Pages 12-17 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 session to take at least two hours (about an hour for each person to be interviewed.)
    - **Individual Exercises:** Read the remainder of the workbook and complete all exercises on your own and record your notes in YOUR workbook.
    - **Once complete, all exercises in your workbook should be filled in** – Pages 12-17 by your partner and all others by you.
- **Read *Career Moves*:** Chapters 4-8 are required reading. The exercises at the conclusion of Chapters 5-8 are encouraged, but not required. Chapters 1-3 and 9-10 are optional.
- **Bring your UPDATED resume to class.** This will be used in a class exercise.

#### **Due January 31, 2015:**

- **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. The format and content will be discussed in class.
- **Read *Help Them Grow or Watch Them Go*.** Be prepared for class discussion.

#### **Due Friday, February 27, 2015 - 6:30 pm, in class**

- **Research Paper:** A 4-5 page paper on a career development in organizations 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. Career Development in Organizations Paper due 2/27/15 (40%)
2. Class Participation (30%)
3. Individual Career Portfolio due 1/31/15 (20%)
4. Career Anchors due 1/17/15 (10%)

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 Canvas, 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 you miss an entire Saturday, 20 points will be deducted from your participation grade; if you miss a Sunday morning class, 10 points will be deducted. Any time absent will result in a point reduction aligned with the time missed. Participation in the HRD program should be consistent with the Education Department's Statement on Professional Behavior, which is included as Appendix III in the HRD Student Handbook.

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 Student Hub.

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.

**Accommodations for Special Needs:**

Any student who feels he/she may need an academic accommodation based on the impact of a disability (e.g.: sensory, learning, psychological, medical, mobility) should contact Disability Services (Learning Assistance Center) at 513-745-3280 on the Fifth Floor of the Conaton Learning Commons, Room 514 or e-mail at [lactest@xavier.edu](mailto:lactest@xavier.edu).

According to American Disabilities Act (1990) regulations, a student who has a qualified disability that requires special accommodations in a classroom setting must notify the faculty of the accommodation request and make arrangements with the LAC. Students are responsible for following all LAC policies and guidelines for implementation of their accommodations.