

## **Career Development: Theory and Counseling HDPS 222**

Spring, 2010, Monday & Wednesday 1 PM – 2:20 PM

Dr. Regina Lopata Logan

Office: Annenberg Hall, Room 216

Email: [rlogan@northwestern.edu](mailto:rlogan@northwestern.edu); Phone: 847-491-5314

Office Hours: Mondays & Wednesdays 11 AM – noon or by appointment

### **Course Description**

This course provides an overview of the changing context of careers and describes how personality and organizations influence career paths. We will discuss the “new career contract” and several other theories of career decision-making. We will also look at adulthood psychosocial developmental stages and how they affect people’s work lives. In addition, we will explore contemporary issues affecting work careers. In the last part of the course, we will move from theory and research to the application of theory to real life as students develop a personal career plan.

### **Course Objectives**

- to understand basic theories of career development
- to understand basic approaches to career counseling
- to analyze issues of careers and gender, race, and social class
- to apply theories to case studies
- to develop a personal career plan
- to learn how to write a research paper using the conventions of the social sciences, including basic elements of APA style

### **Readings and Materials**

#### *Required:*

- Swanson, J.L. & Fouad, N.A. (2009) *Career theory and practice: Learning through case studies, 2<sup>nd</sup> Edition*. Thousand Oaks, CA: Sage Publications.
- Articles as assigned, provided as word or pdf files on Blackboard.
- Career assessment instruments, as assigned
- Register with University Career Services: CareerCat and
- Complete UCS NU Portfolio (more information below)

#### *Recommended:*

- Brown, D. & Associates (Eds). (2002) *Career choice and development, 4<sup>th</sup> Edition*. San Francisco: Jossey-Bass.
- Hall, Douglas T. (2002) *Careers in and out of organizations*. Thousand Oaks, CA: Sage Publications.

### **Teaching Method and Philosophy**

The focus of this course is the application of theory to real life. Although I will give weekly lectures, my teaching method emphasizes discussion. We’ll have debates,

conduct surveys, take career assessment inventories, have panel presentations, and listen to specialists present guest lectures. In order for you to succeed, you must come to class and you must be prepared. I expect you to read what is assigned for every class and complete any instrument (questionnaire) handed out **in advance of the class** for which the readings and/or other homework are assigned.

### **Evaluations and Grading**

There are **no exams** in this class. However, there are two papers and a final project which serves as a cumulative final exam. *Unexcused late papers will be graded down one half grade per day late.* **However, an unexcused absence on a day a paper is due will result in your paper being graded down one full grade.** You may have ONE excused late paper, that is, you may turn in ONE of the two papers (NOT THE FINAL PROJECT) **forty-eight hours** after the due date and not be graded down. The only acceptable excuse for late papers or absence on the day a paper is due is illness. I reserve the right to ask for medical verification. As mentioned above, attendance and active participation are required and will make a **difference in your final grade.**

### **Media clippings: 10%**

You will bring in a current article (total of five; due dates as noted in syllabus) on any aspect of career development. It can be clipped from the popular press (newspaper or magazine) or downloaded from the Internet. You should include a half page discussion of how your article relates to the course's topics; specifically, relate your clipping to some aspect of a theory or research studied in class. Preferably, each clipping will be relevant to the topic of the week in which you hand it in. Please staple the article behind your analysis page. The clippings, in addition to the assigned course readings, will be the basis of class discussion, as we compare theory and research to media reports. This assignment will also give you an opportunity to be an active participant in class.

### **Class participation: 10%**

Attend class, ask cogent questions, engage in discussions. Participate in a meaningful way. This means you will have to do the reading for each class prior to that class and be prepared to discuss your media clipping. Regular attendance, punctual arrival, and active participation in the course will result in the most successful outcomes. Attendance will be taken at each class. *If you expect to miss a class, please communicate with me and explain the situation.*

### **Participation assessment guidelines:**

**Outstanding Contributor:** Contributions in class reflect exceptional preparation. Ideas offered are substantive, provide major insights, and help direct the discussion. Student is eager to volunteer, interacts and negotiates with other students, always goes beyond what is expected, and is always well -prepared.

**Good Contributor:** Contributions reflect thorough preparation. Ideas offered are usually substantive, provide good insights, and sometimes direction for the class.

Student is attentive, responsive, and goes beyond what is required, if not always successfully. Is almost always well-prepared.

**Adequate Contributor:** Contributions in class reflect satisfactory preparation, but waits to be called upon.

**Non-Participant:** This person says little or nothing in class and contributes minimally. There is little effort to participate; the responses are generally incorrect and reflect little preparation.

**Unsatisfactory Contributor:** Contributions in class reflect inadequate preparation, erratic oral and written performance. Contributes nothing to the class as a whole.

### **Career Interview paper: 25%**

You will conduct an interview of an adult at least age 40 regarding his/her career. This may be one of your parents or another family member. You'll ask them to describe as many of their jobs as they can remember (going back to high school or before), *including* parenthood and volunteer jobs. Your paper will analyze their career choices and paths according to one of the theories we've discussed. Your paper must be 4-6 pages, typed, double-spaced, and use APA citation style. See separate rubric for more details.

### **Research paper: 25%**

This is a research paper on a career-related issue, such as the boundaryless career, dual career couples, the glass ceiling, midlife career changers, race and career success, stay-at-home fathers (or mothers), etc. Please do not feel limited by these examples. Just check out your idea with me before you begin. Your paper must be 6-8 pages, typed, double-spaced, and use APA citation style. See separate rubric for more details.

### **Final project: 30%**

You will devise a personal career plan (it may be tentative!) based on in-class exercises, assessments, and information interviews. You will also include insights from completing the NU Portfolio. You'll analyze your plan from the perspective of at least two career development theories (NOT the same ones you used for paper #1.) Your paper must be 8-10 pages, typed, double-spaced, and use APA citation style. See separate rubric for more details.

### **CareerCat and NU Portfolio**

As part of your final project, you will need to register with University Career Services.

- Register with CareerCat using the following link:  
<http://www.northwestern.edu/careers/nuresources/MonsterTRAKCareerCat.html>
  - Use your netid and password for access.
  - Complete the Profile section.
  - Update a draft of your resume (we'll discuss in class.)
- Complete the e-portfolio (we'll discuss this, too.)

## SCHEDULE OF TOPICS & READINGS

### Introduction

#### Class 1

Mon., 3/29

#### Course Overview

### Context of Career Development & Counseling

#### Class 2

Weds., 3/31

#### History of Career Development; Current Trends

- Hall, “The Protean career contract” on BB
- Hall, “The Protean career identity and attitudes” on BB
- Clipping #1 due

#### Class 3

Mon., 4/5

#### Intro: Theories of Career Development and Counseling; Case Studies

- register on CareerCat (resume optional for now)
- Swanson & Fouad, “Career counseling: An Overview”
- Swanson & Fouad, “The Use of assessment in career counseling”
- Swanson & Fouad, “The Case of Leslie”
- Swanson & Fouad, “Appendix A: Leslie’s profiles”

#### Class 4

Weds., 4/7

#### Gender

- Swanson & Fouad, “Gender-aware and feminist approaches”
- Betz, “Women’s career development” on BB
- Pope et al., “Culturally appropriate career counseling with gay and lesbian clients” in BB *and/or*
- Chung, “Career counseling with lesbian, gay, bisexual, and transgendered persons: The next decade” on BB

#### Class 5

Mon., 4/12

#### Race & Class

- Swanson & Fouad, “Culturally appropriate career counseling”
- Worthington et al., “Career development in context: research with people of color” on BB
- Clipping #2 due
- take home SDS

### Career Development Theories and Application

#### Class 6

Weds., 4/14

#### Holland

- Swanson & Fouad, “Holland’s theory of vocational personalities and work environments”
- *recommended:* Brown et al., chapt on Holland
- Complete SDS & bring to class
- look at <http://online.onetcenter.org/>

**Class 7**  
Mon., 4/19

**Dawis & Lofquist (TWA)**

- Swanson & Fouad, “The Theory of work adjustment”
- *recommended: Brown, D. & Associates, chapt on TWA*
- Clipping #3 due
- do “Career Values” (under “Assessment” tab) on <http://www.myplan.com/>

**Class 8**  
Weds., 4/21

**“Field Trip” to University Career Services**

- Class will meet at UCS, 620 Lincoln  
(go straight there; do NOT come to Annenberg)

**Class 9**  
Mon., 4/26

**Super**

- Swanson & Fouad, “Super’s developmental theory”
- *recommended: Brown, D. & Associates, chapt on Super*

**Class 10**  
Weds., 4/28

**PANEL: “If I Knew Then What I Know Now: Career Advice from Recent SESP Grads”**

**Class 11**  
Mon. 5/3

**Gottfredson**

- Swanson & Fouad, “Gottfredson’s theory of circumscription and compromise”
- *recommended: Brown, D. & Associates, chapt on Gottfredson*
- Clipping #4 due

**Class 12**  
Weds., 5/5

**Bandura; Lent**

- Swanson & Fouad, “Social cognitive career theory”
- re-read “Leslie” case study in S & F (see class #3)
- *recommended: Brown, D. & Associates, chapt on Social Cog.*
- hand in protocol for interview
- complete interview

**Issues in Career Development**

**Class 13**  
Mon., 5/10

**Life/Work Balance**

- Moen & Roehling, “The Career mystique” on BB
- Moen & Roehling, “Policies and practices: Maintaining the status quo or challenging the career mystique?” on BB
- **GUEST SPEAKER:** Lori Anne Henderson, Director, Work/Life Resources, NU HR department
- Interview paper due

**Class 14**

Weds., 5/12

**Life/Work Balance – continued**

- Moen & Roehling, “If real work is paid work, can new parents follow the career mystique?” on BB
- Goldin, “The long road to the fast track: Career and family” on BB
- Wax, “Family friendly workplace reform: Prospects for change” on BB

**Class 15**

Mon. 5/17

**Spirituality & Work**

- Hall, “Toward more spiritual careers” on BB
- Lips-Wiersma, “The influence of spiritual ‘meaning-making’ on career behavior” on BB
- Bloch, “Complexity, chaos, and nonlinear dynamics: A new perspective on career development theory” on BB
- watch (in class; you may want to watch at home, too)  
[http://www.ted.com/talks/lang/eng/mihaly\\_csikszentmihalyi\\_on\\_flow.html](http://www.ted.com/talks/lang/eng/mihaly_csikszentmihalyi_on_flow.html)

**Personal Career Plan**

**Class 16**

Weds., 5/19

**Personal Career Plan: Self-Assessment**

- Swanson & Fouad, “Summary and integration”
- Clipping #5 due

**Class 17**

Weds., 5/24

**Personal Career Plan: Information Gathering**

- Complete information interviews by today
- Complete personality inventory by today (do one online or MBTI at UCS)

**Class 18**

Weds., 5/26

**Personal Career Plan: Decision-making**

- Research paper due

**NO CLASS MONDAY, MAY 31 (HAPPY MEMORIAL DAY & DILLO DAY!)**

**Class 19**

Weds., 6/2

**Wrap up**

**FINAL PAPER DUE ON WEDNESDAY, JUNE 9 AT NOON; DELIVER TO MY MAILBOX (MAIL ROOM IS ACROSS FROM SESP STUDENT AFFAIRS OFFICE) OR TO MY OFFICE: ANNENBERG ROOM 216 (EMAILED PAPERS WILL NOT BE ACCEPTED)**

**RECAP: IMPORTANT DATES and GRADING WEIGHTS**

|                       |                             |                          |
|-----------------------|-----------------------------|--------------------------|
| register on CareerCat | Weds., 4/7                  | required for final paper |
| Clippings             | 3/31; 4/12; 4/19; 5/3; 5/19 | 10%                      |
| Participation         | on-going                    | 10%                      |
| Interview paper       | Mon., 5/10                  | 25%                      |
| Research paper        | Weds., 5/26                 | 25%                      |
| Final paper           | Weds., 6/9                  | 30%                      |