**PSYC 892-003– Careers**

Fall 2019

4:30 – 7:10 PM

Tuesdays

### Robinson Hall B118

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Office Hours: Tuesday 3:00-4:00 PM or by appointment

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| **Course Overview** | This graduate seminar surveys career studies from an interdisciplinary perspective, with an emphasis on psychological theories and research.  My goal is that each of you will develop: (1) an understanding of the major theories driving career research, (2) appreciation for the methodological strategies common to career research, (3) the ability to apply career theories to real-world issues, and (4) enhanced research skills, critical thinking skills, writing skills, and oral communication skills. |
| **Objectives** | By the end of this course, students should:   * Be familiar with classic and contemporary issues in the careers literature * Understand the major theories explaining career-related phenomena * Understand the methodological strategies commonly used to address career-related research questions * Be familiar with major findings in the careers literature * Be able to utilize psychological methods and theories to generate novel research questions and methods for assessing those questions * Develop stronger research skills, critical thinking skills, and written and oral communication skills |
| **Textbook** | Inkson, K., Dries, N., & Arnold, J. (2015). *Understanding careers: Metaphors of working lives*. |
| **Course Website** | Readings and other miscellaneous information will be posted on Blackboard. Please check Blackboard frequently. |
| **Attendance** | Attendance in class is mandatory. Absences and/or lateness will negatively affect your participation grade, though I do allow **one** no-penalty absences for any reason during the semester. Each absence past the first absence will result in a 10% deduction to the participation portion of your grade unless the absence is: (1) excused (discuss with me beforehand if you think your absence is excused and I will let you know if it is) and (2) you complete agreed-upon make-up work for the day you miss. Frequent instances of late arrivals, early departures, and/or excessively long departures from class may also result in grade penalties to the participation portion of your grade. |
| **Weekly Readings** | Readings for each topic will posted to Blackboard no later than one week prior to class. |
| **Evaluation Criteria** | **1. Weekly Discussion Board Posts (15%)**  Please contribute to the online discussion board **every week** starting on the second week of class. Please contribute each week by posting a 250-500 word reaction that discusses the articles assigned for the upcoming class AND by commenting on at least one of your classmates’ posts. Your 250-500 word reaction should be posted by midnight the night before class (Monday) and your reaction by 3 PM the day of class (Tuesday). Sufficiently substantive posts are those that address one or more of the following:   * Do you think the ideas presented in the articles are coherent, compelling, and complete explanations of the phenomena of interest? Why or why not? * What alternative explanations could be given for the phenomena of interest? * How widely do the explanations likely generalize? That is, what factors (in addition to what was discussed or found) likely moderate the proposed or observed effects? * Does the research design provide a good test of the hypotheses? * Are the conclusions justified by the data? * What additional research is needed to meaningfully extend knowledge about the phenomenon?   Your comment on a classmates’ post can be just a few sentences and should briefly build upon or provide a counterpoint to their argument (rather than simply expressing agreement or disagreement).  **2. Participation (15%)**  Participating in class is essential for developing communication and critical thinking skills and for learning from each other. I expect all students to participate in every class. I will moderate the class discussion in a way that ensures that everyone has a chance to contribute, and I ask that you come to class prepared to contribute.  I will assign participation grades based on the guidelines discussed on the first day of class. I will update your participation grade on Blackboard halfway through the semester, but feel free to check in with me at any point if you want to know how you’re doing.  I prefer not to give pop quizzes, but if I think it’s necessary to ensure that everyone is prepared for class, I will give pop quizzes that count as part of your participation grade.  **3. Take-home Mid-term (25%) – Distributed by Oct. 4; Due on Oct. 18**  This will involve completing a 12-15 page comps-style essay. More details will be provided when the assignment is distributed.  **4. Career Case Study (20%)**  On p. 4-5 in the Introduction of the textbook, the authors introduce Live Career Case Study Questions. The prompt asks you to “find a friend or relative (parents are ideal) aged at least 30 years old who would be willing to talk with you…from time to time about their career” as a way of gaining a deeper understanding of how the phenomena discussed in class play out in a person’s actual career.  For the case study component of your grade, please identify a person to use as your case study. At the end of each chapter, you will see a section entitled “Live Career Case Study Questions.” Please have at least five conversations with the person you identified, focusing on the chapters outlined below, and complete a 750-1,000 word response addressing the Live Career Case Study Questions for the deadlines listed below.  **Deadlines:**  ***Sept. 19 (midnight):*** Submit Response #1   * Use Case Study Questions from Ch. 2 and Ch. 3.   ***October 3 (midnight):*** Submit Response #2   * Use Case Study Questions from Ch. 6 and Ch. 9.   ***October 31 (midnight):*** Submit Response #3   * Use Case Study Questions from Ch. 5.   ***November 21 (midnight):*** Submit Response #4   * Use Case Study Questions from Ch. 4.   ***December 5 (midnight):*** Submit Response #5   * Use Case Study Questions from Ch. 8.   **5. Take-home final (25%) – Distributed by December 4; Due on December 17 at 7:15 PM (end of our exam slot)**  This test will involve writing several essays that synthesize and critically evaluate the literature on a specific topic discussed in class.  ***As an alternative to completing the final exam*,** students may elect to complete a research proposal on a topic related to careers. If you want to pursue this option, you will need to decide fairly early in the semester in order to meet the following deadlines:   1. **October 1 (by 5 pm):** Your plan for the project, including a brief (1 paragraph) description of the topic you are planning to pursue. 2. **November 1 (by 5 pm):** An update on your project. Please send me an outline (2-5 single-spaced pages) that includes:    1. Your specific research question    2. A summary of the major findings from the existing literature on this topic with key citations    3. A brief explanation of why the question is a novel and important extension to the existing literature. This should be informed by a nearly complete literature review.    4. What theoretical framework you are using to derive your hypotheses and a brief summary of the relevant points from that framework    5. Tentative hypotheses 3. **December 17 at 7:15 PM:** Your final paper. Please format in APA style and include the components listed in the Introduction and Methods sections for the APA journal-article reporting standards (see Table 1 here: <http://www.apastyle.org/manual/related/apa-jars-2008.pdf>).   I am happy to provide feedback on drafts at any point in the semester. I just ask that you give me the draft one week before you hope to get feedback. |
| **Communicating with me** | Please do NOT use the Blackboard email system as a form of communication. |
| **Official Communications via GMU E-mail** | Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly. |
| **Class Cancellation Policy** | If I need to cancel class due to an illness or personal emergency, I will send an email to the class as soon as possible. If the university shuts down for any reason, I will send an email to the class confirming whether or not the class will be held. If class is cancelled, any revisions to the syllabus or changes to class assignments will be announced in class and over email. |
| **Students with Disabilities** | Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit http://ds.gmu.edu/ for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with me. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu | Phone: (703) 993-2474 |
| **Academic Integrity** | Please familiarize yourself with the University Honor Code found at the following link:  <http://oai.gmu.edu/the-mason-honor-code-2/>. Violations of the Honor Code will not be tolerated, and the instructor of this course reserves the right to enter a failing grade to any student found guilty of an honor code violation. |
| **Intentional Inclusivity** | As the instructor for this class, I will strive to promote and maintain an equitable and just work and learning environment. I welcome and value individuals and their differences including race, economic status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and disability. I believe that by fostering willingness to hear and learn from a variety of sources and viewpoints, we will gain competence in communication, critical thinking and global understanding, and awareness of our biases and how they affect our interactions with others and the world. |
| **Class Schedule** | The course schedule provided below is to be considered a *guideline*, and is highly subject to change. It is your responsibility to keep yourself apprised of any changes to the course schedule. Reading assignments should be done *prior* to discussion of each topic. |
| **Adding and Dropping Classes** | The last day to add classes to your schedule is September 3. The last day to drop classes with no tuition penalty is September 9. The last day to drop classes is September 17. |
| **Disclaimer** | The instructor reserves the right to change the syllabus and its content. Any changes will be announced orally and in writing. |

**Tentative Class Schedule**

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| **DATE** | **TOPIC** | **READINGS** |
| August 27 | Course introduction & overview of career Studies  Conceptualizing career success | Wang & Wanberg (2017)  Sullivan & Baruch (2009)  Dries et al. (2011) |
| September 3 | Career Success (Part 1: Individual factors that facilitate career success) | Chapter 3  Spurk, Hirshi, & Dries (2018)  Spurk, Keller, & Hirschi (2016)  Judge et al. (2010)  Damian et al. (2014) |
| September 10 | Career Success (Part 2: Social factors that facilitate career success) | Chapter 2  Chapter 9  Bosley et al. (2009)  Kammeyer-Mueller & Judge (2008)  Seibert, Kraimer, & Linden (2001) |
| September 17 | Fit theories | Chapter 6  Su (2014) - Chapter  Nye et al. (2012)  Lubinski & Benbow (2006)  Dennison et al. (2018)  Su (2009) |
| September 24 | Fit theories | Ployhart et al. (2006)  Schneider et al. (2001)  Kristof-Brown et al. (2005)  Cable & Edwards (2004)  Levine & Oswald (2012) – O\*NET  Block (2018) |
| October 1 | Navigating careers (Part 1: Social Learning Theory, Social Cognitive Career Theory) | Chapter 5  Lent et al. (2002)  Scheuermann et al. (2014)  Thompson & Dahling (2012)  Le (2014)  Watson & McMahon (2005) |
| October 8 | Navigating careers (Part 2: Career Construction Theory, Boundaryless & Protean Career Theory) | Savickas et al. (2002)  Savickas & Porfeli (2012)  Zacher (2008)  Briscoe & Hall (2006)  Wiernik & Kostal (2019)  Abessolo (2019) |
| October 15 | COLUMBUS DAY RECESS |  |
| October 22 | Navigating Careers (Part 3: Midcareer issues, career transitions/disruptions) | Chapter 4  Haynie & Shepherd (2011)  Rotondo & Perrewe (2000)  McCleese et al. (2007)  Yang et al. (2019) |
| October 29 | Navigating Careers (Part 4: Late career issues & retirement)  Unemployment | Wang et al. (2011)  Wang et al. (2007)  Lucas (2004)  Zhou et al. (2019)  Crawford (2019) |
| November 5 | Navigating Careers (Part 5: Sustainable careers) | De Hauw & Greenhaus (2015)  De Vos (2018)  Hall et al. (2012)  McDonald & Hite (2018)  Newman (2011)  Van Engen et al. (2012) |
| November 12 | Work-Life Issues | Chapter 8  Greenhaus & Kossek (2014)  Lyness (2008)  Graves et al. (2007)  Beigi (2017)  Hirschi (2016) |
| November 19 | Work-Life Issues | Kossek (2013)  Bordeau (2019)  Litano & Major (2016)  Perrigino (2018)  L |
| November 26 | Career Equality & Gender Issues | Lupu (2018)  Valcour & Ladge (2008)  Kossek, Su, & Wu (2017) |
| December 3 | Managing Dual Careers  Wrap-up | Livingston (2014)  Masterson & Hoobler (2014) |