

PSYC 592/892-DL9– Careers

Spring 2021

10:30 – 11:45 AM

Mondays & Wednesdays

Online

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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 **two** 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 be posted to Blackboard no later than one week prior to class.

**Evaluation
Criteria**

1. Weekly Discussion Board Posts (25%)

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 (Sunday or Tuesday) and your reaction by 9 AM the day of class (Monday or Wednesday). It is okay for your post and your response to be on different days. 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). **You can skip two weeks (both the post and the response) with no penalty.**

2. Participation (10%)

Participating in class is essential for developing communication and critical thinking skills and for learning from each other. I expect all students to attend class and come prepared to contribute by engaging in discussions.

3. Career Case Studies (30%)

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 four conversations with the person you identified, focusing on the chapters outlined below, and complete 750-1,000 word response addressing the Live Career Case Study Questions for the deadlines listed below. **Please choose 4 out of 5 to complete.**

Deadlines (submit on Blackboard):

February 12 (midnight): Submit Response #1

- Use Case Study Questions from Ch. 2 and Ch. 3.

February 26 (midnight): Submit Response #2

- Use Case Study Questions from Ch. 6 and Ch. 9.

March 12 (midnight): Submit Response #3

- Use Case Study Questions from Ch. 5.

April 2 (midnight): Submit Response #4

- Use Case Study Questions from Ch. 4.

April 23 (midnight): Submit Response #5

- Use Case Study Questions from Ch. 8.

4. Class Project (35%) – Distributed by March 15; Due May 5

- Option 1: Group project focused on one of the following:
 1. Designing / re-designing an organizations' employee mentoring program
 2. Designing / re-designing an organization's work-life initiatives
- Option 2: Research proposal (Group or individual): Alternatively, you may choose to complete a research proposal on a Careers topic. If you choose to work on a paper, you will need to pitch your topic to me via email by 3/10 (before I assign groups for the applied projects). Your project pitch should specify a topic and tentative research question of interest, with a brief justification of why this question is novel and important. I will provide additional details in class. The final proposal should contain all required aspects of an Introduction section and Methods section, as specified by the APA Quantitative Reporting Standards (see Table 1 here: <https://psycnet.apa.org/fulltext/2018-00750-002.pdf>), except those aspects that cannot be specified until after data collection. You should choose the research proposal option only if you are pitching an idea that is new for this class—that is, that you aren't already using for another class. I am also open to alternative proposals for completing this requirement (e.g., a special issue proposal or review article). Feel free to reach out to me if you have an idea for an alternative submission type

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 Feb. 1. The last day to drop classes with no tuition penalty is Feb. 12. The last day to drop classes is Feb. 16.

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

DATE	TOPIC	READINGS
January 25	Course Introduction & Overview	Wang, M., & Wanberg, C. R. (2017). 100 years of applied psychology research on individual careers: From career management to retirement. <i>Journal of Applied Psychology</i> , 102(3), 546-563
January 27	Career Success: Conceptualization	Dries, N. (2011). The meaning of career success. <i>Career Development International</i> , 16(4), 364-384. Hennequin, E. (2007). What “career success” means to blue-collar workers. <i>Career Development International</i> , 12(6), 565-581. Optional: Shockley, K. M., Ureksoy, H., Rodopman, O. B., Poteat, L. F., & Dullaghan, T. R. (2016). Development of a new scale to measure subjective career success: A mixed-methods study. <i>Journal of Organizational Behavior</i> , 37(1), 128-153.
February 1	Career Success: Overview of Predictors	Chapter 2: Careers in Context Ng, T. W., Eby, L. T., Sorensen, K. L., & Feldman, D. C. (2005). Predictors of objective and subjective career success: A meta-analysis. <i>Personnel Psychology</i> , 58(2), 367-408. Ng, T. W., & Feldman, D. C. (2014). Subjective career success: A meta-analytic review. <i>Journal of Vocational Behavior</i> , 85(2), 169-179.
February 3	Career Success: Individual Explanations	Chapter 3: Careers as Inheritances Judge, T. A., Klinger, R. L., & Simon, L. S. (2010). Time is on my side: Time, general mental ability, human capital, and extrinsic career success. <i>Journal of Applied Psychology</i> , 95(1), 92-107 Damian, R. I., Su, R., Shanahan, M., Trautwein, U., & Roberts, B. W. (2015). Can personality traits and intelligence compensate for background disadvantage? Predicting status attainment in adulthood. <i>Journal of Personality and Social Psychology</i> , 109(3), 473-489.
February 8	Career Success: Social Explanations	Chapter 9: Careers as Relationships Seibert, S. E., Kraimer, M. L., & Liden, R. C. (2001). A social capital theory of career success. <i>Academy of Management Journal</i> , 44(2), 219-227.

February 10	Career Success: Social Explanations	<p>Ramaswami, A., Dreher, G. F., Bretz, R., & Wiethoff, C. (2010). Gender, mentoring, and career success: The importance of organizational context. <i>Personnel Psychology</i>, 63(2), 385-405.</p> <p>Eby, L. T. D. T., Allen, T. D., Hoffman, B. J., Baranik, L. E., Sauer, J. B., Baldwin, S., ... & Evans, S. C. (2013). An interdisciplinary meta-analysis of the potential antecedents, correlates, and consequences of protégé perceptions of mentoring. <i>Psychological Bulletin</i>, 139(2), 441-476.</p>
February 15	Fit: Interest Fit	<p>Chapter 6: Careers as Fit</p> <p>Rounds, J., & Su, R. (2014). The nature and power of interests. <i>Current Directions in Psychological Science</i>, 23(2), 98-103.</p> <p>Nye, C. D., Su, R., Rounds, J., & Drasgow, F. (2012). Vocational interests and performance: A quantitative summary of over 60 years of research. <i>Perspectives on Psychological Science</i>, 7(4), 384-403.</p>
February 17	Fit: Assessing & Facilitating Fit	<p>Levine, J. D., & Oswald, F. L. (2012). O* NET: The Occupational Information Network.</p> <p>Su, Murdock, & Rounds (2015). Person-Environment Fit. <i>APA Handbook of Career Intervention</i>.</p>
February 22	Fit: Methodological Issues	<p>Denissen, J. J., Bleidorn, W., Hennecke, M., Luhmann, M., Orth, U., Specht, J., & Zimmermann, J. (2018). Uncovering the power of personality to shape income. <i>Psychological Science</i>, 29(1), 3-13.</p> <p>Barranti, M., Carlson, E. N., & Côté, S. (2017). How to test questions about similarity in personality and social psychology research: Description and empirical demonstration of response surface analysis. <i>Social Psychological and Personality Science</i>, 8(4), 465-475.</p>

February 24	Improving Fit: Theory of Work Adjustment & Job Crafting	<p>Wrzesniewski, A., & Dutton, J. E. (2001). Crafting a job: Revisioning employees as active crafters of their work. <i>Academy of Management Review</i>, 26(2), 179-201.</p> <p>Lee, J. Y., & Lee, Y. (2018). Job crafting and performance: Literature review and implications for human resource development. <i>Human Resource Development Review</i>, 17(3), 277-313.</p> <p>Dierdorff, E. C., & Jensen, J. M. (2018). Crafting in context: Exploring when job crafting is dysfunctional for performance effectiveness. <i>Journal of Applied Psychology</i>, 103(5), 463-477.</p>
March 1	Fostering Meaningful Work: What Can Organizations Do?	<p>Lysova, E. I., Allan, B. A., Dik, B. J., Duffy, R. D., & Steger, M. F. (2019). Fostering meaningful work in organizations: A multi-level review and integration. <i>Journal of Vocational Behavior</i>, 110, 374-389.</p> <p>Pratt, M. G., Pradies, C., & Lepisto, D. (2013). Doing well, doing good, and doing with: Organizational practices for effectively cultivating meaningful work. In B. Dik, Z. Byrne & M. Steger (Eds.), <i>Purpose and meaning in the workplace</i>. Washington, DC:APA Books.</p>
March 3	Careers as Callings	<p>Wrzesniewski, A., McCauley, C., Rozin, P., & Schwartz, B. (1997). Jobs, careers, and callings: People's relations to their work. <i>Journal of Research in Personality</i>, 31(1), 21-33.</p> <p>Duffy, R. D., Dik, B. J., Douglass, R. P., England, J. W., & Velez, B. L. (2018). Work as a calling: A theoretical model. <i>Journal of Counseling Psychology</i>, 65(4), 423.</p> <p>Dobrow Riza, S. D., & Heller, D. (2015). Follow your heart or your head? A longitudinal study of the facilitating role of calling and ability in the pursuit of a challenging career. <i>Journal of Applied Psychology</i>, 100, 695–712. http://dx.doi.org/10.1037/a0038011</p>
March 8	Careers as Action	<p>Chapter 5: Careers as Action</p> <p>Brown, S. D., & Lent, R. W. (2016). Vocational psychology: Agency, equity, and well-being. <i>Annual Review of Psychology</i>, 67, 541-565.</p>

March 10	Protean & Boundaryless Careers	<p>Wiernik, B. M., & Kostal, J. W. (2019). Protean and boundaryless career orientations: A critical review and meta-analysis. <i>Journal of Counseling Psychology</i>, 66(3), 280–307</p> <p>Hall, D. T., Yip, J., & Doiron, K. (2018). Protean careers at work: Self-direction and values orientation in psychological success. <i>Annual Review of Organizational Psychology and Organizational Behavior</i>, 5, 129-156.</p>
March 15	Career Disruptions: Unemployment	<p>Lucas, R. E., Clark, A. E., Georgellis, Y., & Diener, E. (2004). Unemployment alters the set point for life satisfaction. <i>Psychological Science</i>, 15(1), 8-13.</p> <p>Zhou, Y., Zou, M., Woods, S. A., & Wu, C. H. (2019). The restorative effect of work after unemployment: An intraindividual analysis of subjective well-being recovery through reemployment. <i>Journal of Applied Psychology</i>, 104(9), 1195-1206.</p> <p>Wanberg, C. R. (2012). The individual experience of unemployment. <i>Annual Review of Psychology</i>, 63, 369–396.</p>
March 17	Career Disruptions: Traumatic Transitions	<p>Chapter 8: Careers as Roles (p. 187-198)</p> <p>Haynie, J. M., & Shepherd, D. (2011). Toward a theory of discontinuous career transition: Investigating career transitions necessitated by traumatic life events. <i>Journal of Applied Psychology</i>, 96(3), 501–524.</p>
March 22	Retirement	<p>Chapter 4: Careers as Cycles</p> <p>Wang, M., Henkens, K., & van Solinge, H. (2011). Retirement adjustment: A review of theoretical and empirical advancements. <i>American Psychologist</i>, 66(3), 204-213.</p> <p>Wang, M. (2007). Profiling retirees in the retirement transition and adjustment process: Examining the longitudinal change patterns of retirees' psychological well-being. <i>Journal of Applied Psychology</i>, 92(2), 455–474.</p>

March 24	Work-Life Perspective on Careers	<p>Greenhaus, J. H., & Kossek, E. E. (2014). The contemporary career: A work-home perspective. <i>Annu. Rev. Organ. Psychol. Organ. Behav.</i>, 1(1), 361-388.</p> <p>French, K. A., & Shockley, K. M. (2020). Formal and informal supports for managing work and family. <i>Current Directions in Psychological Science</i>, 29(2), 207-216.</p>
March 29	Work-Life Solutions: Work-Life Balance Policies	<p>Kossek, E. E., Valcour, M., & Lirio, P. (2014). The sustainable workforce: Organizational strategies for promoting work-life balance and wellbeing. <i>Wellbeing: A complete reference guide</i>, 1-24.</p> <p>Kossek, E. E., & Ollier-Malaterre, A. (2020). Desperately seeking sustainable careers: Redesigning professional jobs for the collaborative crafting of reduced-load work. <i>Journal of Vocational Behavior</i>, 117, 103315.</p>
March 31	Work-Life Solutions: Work-Life Balance Policies	<p>Kossek, E., Lewis, S., & Hammer, L. B. (2010). Work-life initiatives and organizational change: Overcoming mixed messages to move from the margin to the mainstream. <i>Human Relations</i>, 63(1), 3-19.</p> <p>Perrigino, M. B., Dunford, B. B., & Wilson, K. S. (2018). Work-family backlash: The “dark side” of work-life balance (WLB) policies. <i>Academy of Management Annals</i>, 12(2), 600-630.</p>

April 5	Work-Life Solutions: Supervisor Support	<p>Odle-Dusseau, H. N., Hammer, L. B., Crain, T. L., & Bodner, T. E. (2016). The influence of family-supportive supervisor training on employee job performance and attitudes: An organizational work–family intervention. <i>Journal of Occupational Health Psychology, 21</i>(3), 296-308</p> <p>Kelly, E. L., Moen, P., Oakes, J. M., Fan, W., Okechukwu, C., Davis, K. D., ... & Casper, L. M. (2014). Changing work and work-family conflict: Evidence from the work, family, and health network. <i>American Sociological Review, 79</i>(3), 485-516.</p> <p>Crain, T. L., & Stevens, S. C. (2018). Family-supportive supervisor behaviors: A review and recommendations for research and practice. <i>Journal of Organizational Behavior, 39</i>(7), 869-888.</p>
April 7	Work-Life Solutions: Organizational Culture	<p>Allen, T. D. (2001). Family-supportive work environments: The role of organizational perceptions. <i>Journal of Vocational Behavior, 58</i>(3), 414-435.</p> <p>Rofcanin, Y., Las Heras, M., & Bakker, A. B. (2017). Family supportive supervisor behaviors and organizational culture: Effects on work engagement and performance. <i>Journal of Occupational Health Psychology, 22</i>(2), 207-217.</p> <p>Andreassi, J. K., & Thompson, C. A. (2008). Work-family culture: Current research and future directions. <i>Handbook of work-family integration, 331-351.</i></p>
April 12	Work-Life Solutions: Work Redesign	<p>Williams, J. C., Berdahl, J. L., & Vandello, J. A. 2016. Beyond work-life “integration.” <i>Annual Review of Psychology, 67</i>:515–539.</p> <p>Perlow, L. A., & Kelly, E. L. (2014). Toward a model of work redesign for better work and better life. <i>Work and Occupations, 41</i>(1), 111-134.</p> <p>Kelly EL, Moen P, Tranby E. 2011. Changing workplaces to reduce work-family conflict: schedule control in a white-collar organization. <i>Am. Sociol. Rev. 76</i>:265–90</p>

April 14	Work-Life Inequality: SES Issues	<p>Kossek, E. E., & Lee, K. H. (2020). The coronavirus & work–life inequality: Three evidence-based initiatives to update US work–life employment policies. <i>Behavioral Science & Policy</i>.</p> <p>Kossek, E. E., & Lautsch, B. A. (2018). Work–life flexibility for whom? Occupational status and work–life inequality in upper, middle, and lower level jobs. <i>Academy of Management Annals</i>, 12(1), 5-36.</p>
April 19	Work-Life Inequality: Gender Issues	<p>Chapter 8: Careers as Roles (p. 198-209)</p> <p>Kossek, E. E., Su, R., & Wu, L. (2017). “Opting out” or “pushed out”? Integrating perspectives on women’s career equality for gender inclusion and interventions. <i>Journal of Management</i>, 43(1), 228-254.</p>
April 21	TBD	
April 26	TBD	
April 28	Wrap-Up	