

Arts 111: Career Development & Decision-Making

Term: Fall 2012
Location: AL 208
Meet time: 4:00-5:20 M - W

Instructor: Jayne Hayden, BA, MEd
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(Include ARTS 111 in subject)
Office hours: By appointment

Course Description:

This course is designed to assist students in understanding the career development process, in order to make informed and appropriate occupational and educational decisions. Students will study key career development theories and learn how to integrate self-knowledge into occupational/life decisions, set goals, and devise strategies to attain these goals.

Objectives:

- Gain an understanding of your personality, interests, skills, values, and how these relate to occupational options
- Become familiar with key career development theories
- Enhance your knowledge of the world of work. Occupational alternatives will be generated through utilization of occupational resources and information interviews
- Develop lifelong skills associated with career decision making and career management. You will learn how to make self-appropriate occupational choices and set realistic occupational/educational goals
- See yourself as an active agent in your career/life planning process

Class Format:

Classes will be a combination of lecture, discussion and experiential learning

Texts and Other Required Materials:

- Beckhusen, L., (2009-2012). *Career Driver Online*. Martinez, CA: SkillScan. (**buy access information at the Bookstore**)
- *Career Development eManual*. Waterloo, ON: Career Services, University of Waterloo. (cdm.uwaterloo.ca)
- *EQ-i:HEd* (2002). NorthTonawanda, NY: Multi-Health Systems, Inc (**buy access information at the Bookstore**)
- Holland, J. (1994). *Self-Directed Search*. Lutz, FL: Psychological Assessment Resources Inc. (**need two pieces: Assessment Booklet and Occupations Finder**)
- Sampson, J.P., Jr., et al (1996). *Career Thoughts Inventory*, Odessa, FL: Psychological Assessment Resources, Inc. (**need to buy two of the same booklet**)

Outline:

- Sept 10: Overview of Course:**
- Introduction; discussion of course outline and assignments
- Sept 12: Overview of Career Development Process:**
- Definitions and concepts; factors involved
- Sept 17: Career Development Process:**
- Historical perspective: Logical Positivism to Constructivism
 - Learning styles
 - CASVE Cycle: Communication
- Sept 19: Career Development Process:**
- Myths/dysfunctional thinking; *Career Thoughts Inventory*
- Factors influencing career choice**

- Disability

Assignment to be completed before class:

- Complete the *Career Thoughts Inventory* and **bring to class** (**do not score it**)

Sept 24: Factors influencing career choice

- Family, sexual orientation

Sept 26: Factors influencing career choice

- Gender, significant events

Oct 1: Factors influencing career choice

- Culture, role models, peers
- Chance: Chaos Theory

Oct 3: Factors influencing career choice

- Chance: Planned Happenstance
- Stereotypes/prestige

Self Assessment: Who am I?

- Role in CDM, assessment tools, CACGS
- Interests: concepts, measurement of
- Holland's Theory of Vocational Choice

Oct 8: Thanksgiving : no class

Oct 10: Self Assessment: Who am I?

- Holland's Theory of Vocational Choice (cont'd)
- *Self-Directed Search*
- *World-of-Work Map*

Assignment to be completed before class:

- Complete *Self-Directed Search* and **bring to class**
- Complete the Interest Profiler activity in *ChoicesPlanner* (specific instructions on course website)
- Complete the associated assignment in your ePortfolio and **submit to the course Dropbox**
- Begin to work through the Self-Assessment module (Pride Stories) of the *Career Development eManual* (cdm.uwaterloo.ca)

Oct 15: Self Assessment: Who am I?

- Super's Life Span/Life Space theory
- Skills: concepts, measurement of

Assignment to be completed before class:

- Complete SkillScan online (your unique access code and instructions purchased at Bookstore) and complete the associated assignment in your ePortfolio.
- Continue working through the Self-Assessment module of the *Career Development eManual* (cdm.uwaterloo.ca)

Oct 17: Self Assessment: Who am I?

- Values: concepts, measurement of

Assignment to be completed before class:

- Complete the associated Values assignment in your ePortfolio
- Continue working through the Self-Assessment module of the *Career Development eManual* (cdm.uwaterloo.ca)
- *****Autobiography paper due to course Dropbox by midnight*****

Oct 22: Self Assessment: Who am I?

- Personality: concepts, measurement of

Assignment to be completed before class:

- Complete Personality Questionnaire in *TypeFocus* (www.careers.typefocus.com; register as new user; site password uw74; use first and last name for login username – if taken,

find an alternate such as first initial and last name or last name only; choose own login password; create a portfolio). Complete the associated assignment in your ePortfolio. For class: know your 4-letter type.

- **All ePortfolio activities to date (up to and including the Values reflection) are to be submitted to the course Dropbox, entitled October 22.**
- Continue working through the Self-Assessment module of the *Career Development eManual* (cdm.uwaterloo.ca)

Oct 24: Self Assessment: Who am I?

- Positive psychology: strengths
- Assignment to be completed before class:**
- Complete *Via Survey of Character Strengths* (<http://www.authentichappiness.sas.upenn.edu>) and complete the associated assignment in your ePortfolio. **For class: know your top 5 Character Strengths**
 - Continue working through the Self-Assessment module of the *Career Development eManual* (cdm.uwaterloo.ca)

Oct 29: Self Assessment: Who am I?

- Pride Stories
 - My Mission in Life
- Assignment to be completed before class:**
- **Bring to class** three (3) of your six (6) completed Pride Stories from the *Career Development eManual* Self-Assessment module (cdm.uwaterloo.ca). Complete the associated assignment in your ePortfolio.

Oct 31: Alumni Panel

Nov 5: Test: Self Assessment

Nov 7: What do I want?

- Pride, passion, and vision
 - CASVE: Analysis
- Assignment to be completed before class:**
- Complete Pulling It All Together exercise in your ePortfolio and **submit it to the course Dropbox**

Nov 12: What do I want?

- Choosing a major
- Occupations and the World of Work:**
- Occupations and classification systems
 - Occupational research; informational interviews

Nov 14: The World of Work:

- Examining labour market information
- CASVE: Analysis (Part 2)

Nov 19: Career Decision Making:

- CASVE: Synthesis
- Decision-making styles, barriers, and techniques
- Positive Uncertainty

Nov 21: Career Decision Making:

- CASVE Cycle: Valuing
 - Career resilience, optimism
 - Thinking about my career decision making
- Assignment to be completed before class:**
- Complete the *Career Thoughts Inventory* and **bring to class**

Nov 26: Career Decision Making and the World of Work

- Emotional Intelligence (EQ)

- Linking EQI and MBTI
- Assignment to be completed before class:**
- Complete EQ-I Higher Ed and **bring report to class**

Nov 28: Career Decision Making and the World of Work:

- Are you an entrepreneur?
- Career and family roles
- Making it happen: developing an action plan
- CASVE Cycle: Executing (and Analysis, Part 3)

Assignment to be completed before class:

***** Occupational Research paper due *****

Dec 3: Career Decision Making and the World of Work:

- New ways to work
- Organizational culture and structure

Course Evaluation:	%
Autobiography	10
Occupational Research Paper	20
Course Test	15
Final Exam: Take Home	25
Exercises (weekly)	<u>30</u>
	100

Autobiography (October 17)

(4-6 double-spaced pages in total; 5% will be deducted for each day late).

Review the various factors influencing career decision making discussed in class. Write an autobiography that focuses on your career development and discusses

How **one (1)** of the following factors has influenced your present career situation and/or goals:

- family involvement (positive or negative); parenting style; siblings; and birth order
- culture
- gender
- disability
- sexual orientation

OR

How **two (2)** of the following factors have influenced your present career situation and/or goals:

- Planned Happenstance
- stereotypes
- role models
- significant life events
- peers

Analyze or review your experiences to uncover deeper meanings affecting your life/career. Be sure to refer to material/concepts covered in class for the factor you choose to discuss.

NOTE: While this paper should be written in the first person, it is to be written formally: **do not** use slang, contractions, or any other colloquial forms of writing. Be sure to include an introduction and a conclusion which shows an overall summary of your reflections/insights into these influences on your career development.

Self-Assessment Test (November 5)

Multiple-choice/true-false/short-answer test will cover all topics addressed to this point in the course.

Occupational Research Paper (November 28)

(10-12+ double-spaced pages **plus** Information Interview summary; 5% will be deducted for each day late). Choose an occupation of interest and conduct research on it using **five (5)** types of information/resources from the following list:

- Computer-assisted career guidance systems (CACGS) (e.g., ChoicesPlanner, Career Cruising, TypeFocus)***
- Information interviews***
- Shelf resources in Centre for Career Action (Tatham Centre)***
- Websites (e.g., occupational information sites linked to from careerservices.uwaterloo.ca)
- Employer literature (e.g., annual reports)
- Government documents (e.g., NOC, JobFutures)
- Professional association reports
- Multimedia materials (e.g., videotapes, DVDs – Centre for Career Action has some of these)
- Job postings

*****NOTE:** Three (3) of the 5 types of information/resources to be used in your research must include a CACGS, an information interview*, and at least one shelf resource found in Centre for Career Action. Topics to be addressed in your research will include **all** of the following (please use headings):

1. Introduction (include NOC Code of the occupation to be reviewed)
2. Typical responsibilities
3. Skills and personal attributes required
4. Work conditions
5. Education/training/certificates/licensing
6. Typical career path
7. Trends in the field (i.e., changes in technology, education requirements, etc.- **NOT** Employment outlook – these are 2 separate topics)
8. Salary information (Canadian)
9. Typical employers
10. Women and minorities
11. Related professional associations (as in Canadian Association of ...)
12. Employment outlook
13. Lifestyle impact (on family, leisure time, etc.)
14. Conclusion: does this occupation seem to be a possible fit for you based on your research findings? Why/why not? (be sure to include information learned from your informational interview in this section – looking for an in-depth analysis here!)

NOTE: For each topic be sure to refer to a minimum of **two (2)** sources and show integration of this information. You may use the first person in the Introduction and Conclusion, but the remaining sections should be treated as a report and, thus, should not be in the first person.

NOTE: American Psychological Association (APA) reference citations must be used. Marks will be awarded for proper citing/referencing. Please use the guidelines provided on the course website as these address handling of references to informational interviews and CACGS.

* For the Information Interview component, locate a person doing this type of work and set up and conduct an interview, following the guidelines discussed in class and in the *Career Development eManual* (Occupational Research section). The printed summary of this interview (2-3 pages double-spaced) is to be attached to your paper and should include: questions asked (minimum 8) and responses given as well as contact information for the person interviewed (name, title, organization, address, email, phone). **Do not interview a family member.**

Final Take-home Exam (December 10)

(10-12+ double-spaced pages including an Action Plan; 5% will be deducted for each day late).

The purpose of this paper is to help you pull together what you have learned about yourself and the academic and career options available to you, and to use that information to develop an action plan. You will use the

stages of the CASVE Cycle to structure your paper. Complete details of the requirements for this paper will be posted on the course website.

Exercises (various weeks)

Exercises (approximately 12) completed between classes and/or in class will be handed in.

NOTE: the results of your completed assessment activities are to be recorded in your personal **Career Sketch** located on the course site on LEARN

Marking: Marks will be awarded for each exercise that has been thoughtfully completed (as assessed by marker) and is submitted during the class in which it is requested; exercises may not be handed in before or after the class in which they are requested without valid documentation (such as doctor's note).

ARTS 111 Online Notes:

- Since LEARN is a web-based system, you will need a browser. The list below provides the *minimum* requirements:
 - Windows OS: Internet Explorer, Firefox
 - Macintosh OS X : Firefox
- Go to: <http://learn.uwaterloo.ca>
- Enter your Quest/UWdir userid and password. Once you have logged in, you should see a list of your LEARN courses under the "My Courses and Communities" header bar. Clicking on the course name will take you to that course.
- If you cannot gain access to the site, please confirm with your instructor that you are on the class roster. Only students with courses using LEARN will have access to the site.
- A LEARN student guide can be found under "uWaterloo LEARN Resources" on the right-hand panel of the LEARN home page. Additional queries can be sent to learnhelp@uwaterloo.ca

Academic Integrity:

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>

Academic Integrity website (Arts): http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (University): <http://uwaterloo.ca/academicintegrity/>

Turnitin.com:

Plagiarism detection software (Turnitin) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. Details will be provided about the arrangements for the use of Turnitin in this course.

Accommodation for Students with Disabilities:

Note for students with disabilities: The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you

require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

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