CONTACT INFORMATION

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DESCRIPTION

The overarching goal of this course is to help students develop a deeper understanding of theory and research in the area of career development and planning and to demonstrate how such knowledge is pertinent for the effective management of the students' career prospects. The course operates under the assumption that an in-depth understanding of career issues will help students become a successful employee or leader and will assist with their long-term career goals and aspirations.

LEARNING OUTCOMES

Upon successful completion of the requirements for this course, students will be able to:

- better manage their own careers, in general, and prepare for the job search process, in particular;
- conceptualise and implement projects working in teams;
- articulate awareness and insights about their strengths and growth areas and develop practical strategies to apply these insights in managing their own career development;
- determine a career path that best suits their values, interests, personality, and skills;
- identify factors influencing employees and their careers;
- compare and contrast the various theories of career choice and development; and,
- articulate an in-depth understanding of theory and research in the area of career development.

SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topic and Activities</th>
<th>Background reading in preparation for the lecture (available on Wattle)</th>
<th>Tutorial Activities</th>
</tr>
</thead>
</table>
| W1   | Introduction & Overview of the course; Orientation about course assessments | Course orientation  
Interview the Lecturer  
Expectation setting  
Orientation about article search using the ANU Library | |
| Feb 16 | |

Date Lecture Topic and Activities
Background reading in preparation for the lecture (available on Wattle)
Tutorial Activities
<table>
<thead>
<tr>
<th>W2</th>
<th>Feb 23</th>
<th>Importance of careers, the study of careers and the protean career contract (Simon Restubog)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Key issues to be addressed:</strong> What is career? How is it conceptualised? Who manages one’s career?</td>
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<td></td>
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<td><strong>Activity in the lecture:</strong> Brain twister</td>
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<td></td>
<td></td>
<td><strong>REMINDER:</strong> Complete Holland’s vocational choice inventory. We will score and interpret this assessment instrument in the next lecture.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>W3</th>
<th>Mar 1</th>
<th>Theoretical underpinnings of careers (Simon Restubog)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Key issues to be addressed:</strong> What are the conceptual bases of career development?</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>REMINDER:</strong> Complete the Kiersey Temperament Sorter and the Big Five Inventory. We will score and interpret these assessment instruments in the next lecture.</td>
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<td></td>
<td><strong>REMINDER:</strong> Journey into self-awareness: Discussion of career biography and interview with significant others</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>REMINDER:</strong> Complete Ideal Job Description</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete Career Anchors. We will discuss the completed career questionnaires in the next tutorial.</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
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<tr>
<td>W4</td>
<td>Mar 8</td>
<td>&quot;Personality and abilities&quot; (Simon Restubog)</td>
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<td></td>
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<tr>
<td>W5</td>
<td>Mar 15</td>
<td>&quot;Model of Career Management: Goals, Strategies and Appraisals&quot; (Emy Liwag)</td>
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<tr>
<td>W6</td>
<td>Mar 22</td>
<td>Practical Workshop #1: The Anatomy of the Self-Assessment Report (Simon Restubog)</td>
</tr>
<tr>
<td>W7</td>
<td>March 29</td>
<td></td>
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</tr>
<tr>
<td><strong>Bring the following to the lecture:</strong></td>
<td><strong>Key issues to discuss in the workshop:</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Your current resume and a job ad that you are interested in. | **Long Quiz 1** (30 minutes)  
**How do we create impactful resumes?**  
**How do we bring out the best in ourselves?** |
| -  |  |
| - **Practical Workshop # 2:**  
Resume Writing and Addressing the selection criteria (Simon Restubog) |  |

<table>
<thead>
<tr>
<th>TEACHING BREAK</th>
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</table>

<table>
<thead>
<tr>
<th>W8</th>
<th>April 19</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recruitment and Selection: Entry from the organization's perspective (Simon Restubog)</strong></td>
<td><strong>Key issues to discuss in the lecture:</strong></td>
</tr>
</tbody>
</table>
|  | **How do organisations select employees?**  
**What recruitment and selection strategies and approaches are used?**  
**Simulating an Assessment Centre** |
|  |  |
|  | **Group Presentation 1: Career success**  
**Group Presentation 2: Work/family balance**  
Feedback will be given to the groups after the tutorial. |

<table>
<thead>
<tr>
<th>Group Presentation 3: Interviews</th>
</tr>
</thead>
</table>
| **Tutorial activity:** Using behavioural and situational interviews in recruitment, selection and placement.  
Feedback will be given to the group after the tutorial. |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture Topic</th>
<th>Key Issues to Discuss in the Lecture</th>
<th>Group Presentation</th>
<th>Tutorial Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>W9</td>
<td>April 26</td>
<td>Developing a resilient career and career adaptability special topic: Affective events in the workplace (Guest Lecture)</td>
<td>How do workplace events impact emotions at work? How do we manage these emotions? What is the role of emotions in negotiation? What are some evidence-based tips that we can use in job negotiations?</td>
<td><strong>ASSESSMENT DUE:</strong> Submit Self-assessment report and portfolio at the beginning of the lecture</td>
<td><strong>Group Presentation 4:</strong> Psychological contracts <strong>Tutorial activity:</strong> Developing basic negotiation skills Feedback will be given to the groups after the tutorial.</td>
</tr>
<tr>
<td>W10</td>
<td>May 3</td>
<td>Developing a resilient career and career adaptability special topic: Power and Politics in Organizations (Simon Restubog)</td>
<td>What is power and how does this impact workplace dynamics? Do influence tactics enable us to get ahead at work?</td>
<td><strong>Group Presentation 5:</strong> Politics and ethical behaviour <strong>Tutorial activity:</strong> Detecting political tactics and strategies in the workplace Feedback will be given to the groups after the tutorial.</td>
<td></td>
</tr>
<tr>
<td>W11</td>
<td>May 10</td>
<td>Developing a resilient career and career adaptability special topic: Adaptable workforce (Emy Liwag)</td>
<td>What is career adaptability? What are the building blocks of career adaptability?</td>
<td><strong>Group Presentation 6:</strong> Coaching and Feedback <strong>Tutorial activity:</strong> Performance management: Providing and receiving feedback Feedback will be given to the groups after the tutorial.</td>
<td></td>
</tr>
</tbody>
</table>
Developing a resilient career and career adaptability special topic: Career issues for the diverse workforce (Emy Liwag)

**Key issues to discuss in the lecture:**
- How does diversity impact our work and processes in the organization?
- How do we manage diversity issues at work?

**Group Presentation 7:**
Abusive supervision

**Group Presentation 8:**
Selection, optimization and compensation in career management

Feedback will be given to the groups after the tutorial.

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### ASSESSMENT OVERVIEW

#### Summary

<table>
<thead>
<tr>
<th>Type</th>
<th>Weight</th>
<th>Learning Outcome</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1a: Self-assessment portfolio and career report (Individual)</td>
<td>35%</td>
<td>1, 3, 4, 5, 6, 7</td>
<td>Due Date: April 26, 2016 (to be submitted at the beginning of the Lecture)</td>
</tr>
<tr>
<td>Assessment 1b: Formative Feedback (Individual)</td>
<td>None</td>
<td>1, 3, 4, 5</td>
<td>Deadline: March 22, 2016 (to be submitted at the end of the workshop)</td>
</tr>
<tr>
<td>Assessment 2a: Research Presentation/Group Report (Group)</td>
<td>10%</td>
<td>2, 5, 6, 7</td>
<td>Throughout the tutorials. Verbal feedback will be provided after the presentation.</td>
</tr>
<tr>
<td>Type</td>
<td>Weight</td>
<td>Learning Outcome</td>
<td>Notes</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
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</tr>
<tr>
<td>Assessment 2b: Empirical Research Review</td>
<td>20%</td>
<td>2, 5, 6, 7</td>
<td>Throughout the tutorials (to be submitted one week after the group presentation). For specific details, please see assessment items.</td>
</tr>
<tr>
<td>Assessment 3: Contribution and Active</td>
<td>15%</td>
<td>1, 3, 4, 5, 6, 7</td>
<td>Throughout the course and tutorials.</td>
</tr>
<tr>
<td>Participation</td>
<td></td>
<td></td>
<td>Lecture (5%) and Tutorial (10%)</td>
</tr>
<tr>
<td>Assessment 4: Two Long Quizzes</td>
<td>20%</td>
<td>1, 3, 4, 5, 6, 7</td>
<td>Long Quiz 1 will be administered on March 26, 2016.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Long Quiz 2 will be administered on May 24, 2016.</td>
</tr>
</tbody>
</table>

**Grading Scale**

According to the ANU policy on assessment (https://policies.anu.edu.au/ppl/document/ANUP_004603), the standards that apply to High Distinction, Distinction, Credit and Pass in all coursework courses are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD</td>
<td>80-100%</td>
<td>Work of exceptional quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
<tr>
<td>D</td>
<td>70-79%</td>
<td>Work of superior quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
<tr>
<td>C</td>
<td>60-69%</td>
<td>Work of good quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
<tr>
<td>P</td>
<td>50-59%</td>
<td>Work of satisfactory quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
<tr>
<td>N</td>
<td>0-49%</td>
<td>Work in which the attainment of learning outcomes at or above the relevant qualification level has not been demonstrated</td>
</tr>
</tbody>
</table>
Portfolio and Report: Self-assessment Portfolio and Report

Weighting 35%

Purpose
To help you develop personal awareness such that you can determine a career path that will 'fit' you best. Early in the course you will be provided with assessment tools that will help to assess your intelligence, values, interests, personality, and skills. You will then have an opportunity to reflect on the results from these tools and synthesise them into a meaningful report that will hopefully provide new insights and recommendations for your future.

Deadline April 26, 2016 (to be submitted at the beginning of the Lecture)

Preparation A workshop will be held on March 22 to help the students prepare for their assessment

Required Format Please see Wattle for specific guidelines in preparing the self-assessment report

Report: Formative Feedback

Weighting None

Purpose
Students will formulate two themes that can be submitted for formative feedback from your tutor. This is during the same lecture as the workshop on how to write your Self-Assessment Report (March 22). Your submission will be handwritten. You can submit a maximum of two themes and it should not take more than one side of an A4 page (more than this will not be marked). No marks will be allocated;

Deadline March 22, 2016 (part of the workshop)

Preparation A workshop will be held on March 22 to help the students prepare for their assessment
Report and Presentation: Empirical Research Presentation and Review Paper

Weighting

- Empirical Research Presentation: 10%
- Empirical Research Review: 20%

Purpose

The purpose of Assignment 2a and 2b is twofold: firstly, for you to have a deeper understanding of current research in career management and appreciate how research can inform managerial practice, personal development, and career management. Secondly, for you to improve your presentation skills such that you have experience in delivering useful information in an understandable and engaging way which can lead a group of people in thinking critically about an issue, and facilitate group discussion.

Deadline

To be submitted one week after your group’s presentation

Preparation

An orientation on how to write and prepare for your research report and presentation will be given in the tutorial

Required Format

Please see Wattle for specific guidelines

Participation: Contribution and Participation

Weighting

- Contribution and Participation in Tutorials: 10%
- Contribution and Participation in Lectures: 5%
Contribution and participation in tutorial and lecture activities are central components of the learning process in this course. Each student is expected to attend tutorials and lectures fully prepared. This includes completing any self-assessments required and completing the assigned readings for each class. If you do not complete your self-assessments in time for the lecture or tutorial when it is being scored and discussed, you will not know how to interpret it, and you will fall behind. Furthermore, it will be obvious whether you have completed the readings each week because you will either be actively participating in the weekly discussion in the tutorials, or you will be sitting there looking blank and lost. Remember, all material from the assigned readings is examinable so it is to your benefit that you keep up with your weekly readings and participate in the discussion to solidify your understanding.

**Purpose**

The following are some examples of participation:

- Raising and answering substantive issues and questions
- Sharing relevant ideas, observations and personal experiences
- Pointing out relationships to earlier topics and discussions
- Helping others develop their views and ideas

From March 22 onwards, there will be a group presenting each week that have done extra background reading, and your tutor will also be there to help guide your understanding. Make sure you take the opportunity to question and clarify your understanding! Please note that you are responsible for all class announcements and handouts, whether you are present or not. Be alert for possible changes.

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**COURSE EXPECTATIONS**

**Announcements**

Students are expected to check the Wattle site for announcements about this course, e.g. changes to timetables or notifications of cancellations. Notifications of emergency cancellations of lectures or tutorials will be posted on the door of the relevant room.

**Tutorial and/or Seminar registration**

Tutorial and/or Seminar registration is done through the course Wattle page. Detailed
information about sign-up times will be provided on Wattle or during the first lecture by the course convener.

When tutorials/seminars are available for enrolment:

1. Log-on to Wattle, and go to the course site.
2. Click on “Tutorial sign-up here” link
3. On the right of the screen, click "Become Member of ..." for the tutorial/seminar class you wish to enrol in.
4. Confirm your choice.

If you need to change your enrolment, click on the tab "Leave group..." and then re-enrol in another group.

You will not be able to enrol in groups that have reached their maximum number.

Please note that your enrolment in ISIS must be finalised for you to have Wattle access.

Extensions and penalties


You may be granted extensions for assessment pieces that are not examinations or take-home examinations by applying for special consideration.

Late submission of assessment tasks without an extension are penalised at the rate of **5% of the possible marks available per working day** or part thereof. Late submission of assessment tasks is not accepted 10 working days after the due date, or on or after the date specified in the course outline for the return of the assessment item.

If a course convener determines that late submission of assessment tasks is not accepted for a coursework course, this information is included in the course outline.

Special consideration for assessments

Students who are unable to submit their assessment by the due date may be eligible for an extension if supported by an Application for Special Consideration.


Special Consideration applications must be completed before the due date of the affected assessment. In exceptional circumstances applications for an extension may be accepted up to three working days after the due date of the affected assessment.

The application must include all supporting documentation and include a copy of as much of the assignment as has been completed by the due time and date.

Special consideration applications must be submitted online at special.consideration@anu.edu.au (cdn-cgi/l/email-
You will be notified by your lecturer if an extension has been approved.

**Identify your Assignment with your Student Number only**

When submitting your assignment please ensure that it contains your student number in the file name and on the first page. Please do not put your name anywhere in your assignment.

**Resubmission of assignments**

You are allowed to resubmit your assignments before the specific deadlines. Any submission done after the deadline will be considered as a late submission and the above listed penalty conditions will apply.

**Returning assignments**

All assignments will be marked and where appropriate feedback will be provided either:

- in class, or
- in person by appointment with the course lecturer, or
- via the course Wattle site.

**Referencing requirements**

See any specific requirements under Assessment Items.

The Harvard or Oxford referencing styles are to be used. Links to documentation on proper referencing methods are available on the course website or from the ANU Library website: http://anulib.anu.edu.au/lib_home.html

**Deferred examinations**

A deferred examination is the sitting of an examination at a time other than the scheduled time/date.

Wherever possible a student should sit their examination at the prescribed time, and if necessary apply for special assessment consideration (http://www.anu.edu.au/students/program-administration/assessments-exams/special-assessment-consideration) for the marking of the examination. To apply for a deferred examination:

- Complete the form at http://www.anu.edu.au/students/program-administration/assessments-exams/deferred-examinations
- Scan and attach all supporting documentation
- Email to examinations.officer@anu.edu.au
Submit completed application no later than three working days after the scheduled examination.

Decisions on applications relating to final examinations are made by the Examinations Office.

After receiving notification that a deferred examination has been granted, it is the responsibility of the student to confirm the date/time/location for that examination with the relevant ANU College or School.

Finalisation of Marks and Grades

Your final mark for the course will be based on the raw marks allocated for each of your assessment items. However, your final mark may not be the same number as produce by that formula, as marks may be scaled. Any scaling applied will preserve the rank order of raw marks (i.e. if your raw mark exceeds that of another student, then your scaled mark will exceed the scaled mark of that student), and may be either up or down.

Use of Assignments as exemplars and grade moderation

An important resource for enhancing educational quality is a stock of student work which can be de-identified and used as exemplars for future students in ANU courses, and for grade moderation exercises for teaching staff. If you do not wish your assignment to be used for such purposes please include a note to that effect on the front page of the assignment.

Research-led Teaching

The course content will be a blend of research and practice and will include the Lecturer’s research in the area of career development. In addition, key concepts, cases and practical experiences will be presented in the lectures that are not covered in the course material. Lectures and tutorials are supplemented with structured learning exercises and activities (e.g., roleplaying socialised recitations, simulations) that have well-defined objectives and replicate the real-world context.

Student Feedback

Students will be given feedback in the following areas:

1. Written and verbal feedback on their group presentation
2. Written feedback on the self-assessment portfolio and career report
3. Verbal feedback to the whole class in both lectures and tutorials.

ANU POLICIES
ANU has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University's academic standards, and implement them. You can find the University's education policies and an explanatory glossary at: http://policies.anu.edu.au/
(http://policies.anu.edu.au/)

Key policies include:

- Code of Practice for Student Academic Integrity
- Student Assessment (Coursework) Policy and Procedure
- Undergraduate Award Rules
- Graduate Award Rules
- Student Surveys and Evaluations Policy

**Academic Integrity**

Students are expected to have read the ANU's Code of Practice for Student Academic Integrity before the commencement of their course. (https://policies.anu.edu.au/ppl/document/ANUP_000392)

The following is an extract from the Code of Practice for Student Academic Integrity:

Any work by a student of the Australian National University must be work:

- that is original
- that is produced for the purposes of a particular assessment task
- that gives appropriate acknowledgement of the ideas, scholarship and intellectual property of others insofar as these have been used.

It is the responsibility of each individual student to ensure that:

- they are familiar with the expectations for academic integrity both in general, and in the specific context of particular disciplines or courses
- work submitted for assessment is genuine and original
- appropriate acknowledgement and citation is given to the work of others
- they declare their understanding of and compliance with the principles of academic integrity on appropriate pro formas and cover sheets as required by the academic area, or by a statement prefacing or attached to a thesis
- they do not knowingly assist other students in academically dishonest practice.

All breaches, careless or deliberate, are addressed. Careless breaches are addressed through academic penalties, such as deduction of marks and resubmission. Deliberate breaches are subject to action under the Discipline Rules of the ANU (http://about.anu.edu.au/__documents/rules/disciplinerules.pdf).

Penalties for a deliberate breach may include failing the piece of work involved, failing the course, or having candidature terminated.

Further information can be found at http://academichonesty.anu.edu.au/ (http://academichonesty.anu.edu.au/)

**Assessment Requirements**

Where possible, assessment items are submitted online through Turnitin. The ANU is using
Turnitin to enhance student citation and referencing techniques, and to assess assignment submissions as a component of the University's approach to managing Academic Integrity.

For additional information regarding Turnitin please visit the ANU Online website (http://online.anu.edu.au/help_support/turnitin).

Student Feedback

ANU is committed to the demonstration of educational excellence and regularly seeks feedback from students. One of the key formal ways students have to provide feedback is through Student Experience of Learning Support (SELS) surveys. The feedback given in these surveys is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognise excellent teaching, and opportunities for improvement.


Student Support Services

Students experiencing academic or personal problems are welcome to discuss these with any member of the Faculty or to utilise the ANU's student support services links to which can be found at http://students.anu.edu.au/ (http://students.anu.edu.au/), including:

- the Counselling Centre at http://counselling.anu.edu.au/ (http://counselling.anu.edu.au/)

Library

- Information about the library can be found at http://anulib.anu.edu.au/ (http://anulib.anu.edu.au/)
- For free training in information skills and computer skills see http://anulib.anu.edu.au/research-learn (http://anulib.anu.edu.au/research-learn)/