PMA 3211
CAREER DEVELOPMENT IN PUBLIC
AND NONPROFIT ORGANIZATIONS

Professor: Terri Walthour, MA, PHR

CRN # 13436
Fall, 2015
Tuesdays & Thursdays 11:00 am – 12:15 pm
Room 425 - Langdale Hall

Important: Students are responsible for understanding and being familiar with the contents of this class syllabus.

COMMUNICATION

Email is the preferred method of communication to twalthour@gsu.edu. Every effort will be made to respond within 24 hours of receipt. Office Hours are available by appointment. Students may request to schedule an appointment via email or after class. Please use your GSU student email account ONLY when sending me an email to avoid failure of receipt. For important inquiries, I may be contacted by calling (404) 849-1510.

CATALOG COURSE DESCRIPTION

This course focuses on policies and methods used to align the career plans and aspirations of employees with the goals and critical skills needs of public and nonprofit agencies. Major career development system components are examined, including targeted selection, job enrichment, fast-tracking, core competency assessments, work-family programs, diversity initiatives, executive development, and succession planning. Career planning and development issues and problems that affect persons during different career and life stages are addressed. Methods of influencing organizational decision makers to adopt effective career development interventions will be studied. Students will also examine their personal and professional goals, preferences, interests, skills, and values in order to formulate concrete action plans.

GENERAL COURSE OBJECTIVES

Upon completion of this course, students will be able to understand:

• How individual and organizational goals can be aligned.

• Key career development issues individuals face across the life span.

• How various components of career development systems can be designed for the mutual benefit of people and organizations.
• The nature and scope of changes in the workplace and how they impact people and their career goals.

• How to formulate realistic and helpful plans for their own career development.

**SPECIFIC LEARNING OUTCOMES**

Upon completion of this course, students will be able to:

1. Examine how various career development programs, interventions, and strategies can be beneficial to both individuals and organizations.

2. Analyze how individual and organizational goals can be aligned through the effective design and implementation of one or more career development practices.

3. Identify and distinguish among key career development issues and challenges people face across major lifespan stages.

4. Explain how key family, educational, and work experiences have shaped their career-related values and future aspirations.

5. Identify and describe major issues and trends in the workplace and evaluate how these affect individual and organizational goals.

6. Assess their own strengths, skills, interests, values, and motivations and formulate realistic career action plans based on these self-assessments.

7. Identify a career development practice of particular interest, and then collect current information about its effective application in the work setting.

8. Organize, prepare, and deliver a coherent oral summary of the effective application of a career development intervention.

9. Display willingness to give and receive feedback to/from the instructor and other students in a helpful manner.

10. Express their thoughts, opinions, ideas, facts, and insights clearly and thoughtfully in both oral and written formats.
In order to achieve these goals and outcomes, students will be expected to demonstrate the following competencies:

- Thoughtful analysis and interpretation of issues and trends in the work place.
- Effective written and oral communication skills.
- Identifying and using information and other resources proactively to assist in developing their careers.
- Willingness to be introspective and apply learnings to one's own aspirations and goals.

**REQUIRED COURSE MATERIALS**


Articles and other materials may be provided on the course Brightspace page as additional required readings.

**COURSE OVERVIEW**

This course is required in the Human Resources specialization of the Public Policy undergraduate degree program. It pertains to a primary area of the Human Resources field and covers functions and activities performed by many HR professionals. Because it focuses on career development, choice, and satisfaction, it is an appropriate elective for other majors.

“Career development encompasses an individual’s desire and commitment to establish themselves in a profession that is fulfilling, rewarding, and allows for self-discovery.”

For our purposes, **career development** will be defined as follows:

*The lifelong series of activities that contribute to a person’s career exploration, establishment, success, and fulfillment. When applied within work settings, career development interventions are designed for the mutual benefit of individuals and the organization.*

The course will consider the challenges of linking the needs of organizations (e.g., maximization of resources, efficiency, and service excellence) and people employed by them (e.g., job satisfaction, growth, challenge, future opportunities). Students will be encouraged to view current issues and trends in organizational life from this dual perspective. Professionals in the growing and exciting field of Human Resources in general and career development in particular must be able to cross-disciplinary boundaries with confidence and competence. They must understand how changes in society affect organizations and the groups and individuals within
them.

**PROFESSIONALISM AND CLASSROOM BEHAVIOR**

You are adults. The expectation is that you are responsible for your own learning. As the instructor, I am responsible for creating a climate that is conducive to this. Individuals, including adults, learn in different ways. In this course, students will experience a variety of learning methods.

**Cellphones are to be on “OFF” or “SILENT” mode during the entire class session. NO EXCEPTIONS!** The use of tablets, laptops, or other electronic notebooks may be used for instructional purposes ONLY. Violation of this policy will seriously impact your grade in the course.

**Respecting the Speaker:** Only one person should be speaking at a time throughout a class session. No “side conversations.” If I observe disruptive behavior including talking while we are having a class discussion, interrupting while other classmates are speaking, sending text messages, checking email, sleeping during class, etc.) I will issue a verbal warning. If the behavior continues, I will ask you to leave the classroom for the remainder of the class session.

**Use of Professional Language:** This is a professional environment and ONLY professional language will be allowed. Inappropriate and derogatory language (including hand gestures) WILL NOT be tolerated.

Treat what others express in this class as confidential.

Behaviors which reflect well on your class participation include and are not limited to taking an active role in class discussions and other activities, raising thoughtful questions, making thoughtful comments, displaying intellectual curiosity, questioning my points of view/debating with me, sharing your own experiences that pertain to the issue we are discussing, asking other students questions or asking them to elaborate on a comment they made, teaching other students or otherwise helping them to think, teaching me or otherwise helping me to think, raising controversial issues in an effective way, listening to others, and showing respect to diverse viewpoints, especially when you vehemently disagree with those viewpoints.

All assignments should be submitted timely and may be deducted for typos, spelling errors, or grammatical mistakes. Effective communication is most important in any career path chosen.

**Failure to abide by these rules will affect my evaluation of your participation/involvement performance in the course.**
ATTENDANCE AND CLASS PARTICIPATION

Attending every class session is the expectation.

Arriving to each class session on time is expected. I will lock the door to the classroom at 11:10 AM. If you arrive after this, please do not knock on the door as this will be disruptive. You will simply be marked absent on such occasions, as it is disruptive.

Remaining in class until a session is over is expected.

You are responsible for marking the attendance sheet every class session that you are in class. If you mark the roll as your being present but you left early, my class records will reflect this. Thus, what is on the roll may vary from what is in my records, as necessary. If you have someone else mark you as present when you are not in attendance will affect your overall participation grade. Dishonesty WILL NOT be tolerated.

Absences which are potentially excusable include your having a serious illness or an immediate family member/loved one having a serious illness or worse. I consider such matters on a case-by-case basis. It is your responsibility to initiate a discussion of these matters with me on a timely basis.

I will likely understand but may not excuse your being absent or leaving early for reasons such as work commitments, traffic, needing to meet someone at the airport, needing to study for another course, etc. Telling me ahead of time that you will not be in class or will be leaving early for these and similar reasons will not change the fact that you were absent or left early and your attendance record will reflect these facts.

Unexcused absence: It is the student’s responsibility to remain current and timely with course assignments via Brightspace when absent or if you leave a class session early.

Any significant changes in the course, such as the nature, scope, and/or due dates of assignments, will be extremely rare and will be announced in class or via the Brightspace news section should they become necessary, with ample lead time for students to re-adjust their planning to complete course requirements. Likewise, if I choose to cancel a class session, I will announce in a class prior to the cancel date. I will not take responsibility to notify students about any changes if they were absent when such changes were announced.
DELIVERABLES

**Career Vision Board:** Create a vision board displaying aspects of who you are and who you aspire to be professionally. The vision board will highlight three areas to include 1) Personality/Values/Beliefs, 2) Career & Education Goals, and 3) Professional Skills. Go beyond merely posting pictures in a collage. Be creative and “make it your own” celebrating who you are and your plans to achieve your career goals.

Vision Board presentations will be voluntary on a date specified. Students who choose to present their completed vision board to the class will receive up to 5 extra credit points to their Participation/Involvement grade.

**Autobiography:** Reflection on one’s experience can be a useful learning vehicle, particularly when those reflections are recorded in a semi-structured way. This paper will concentrate on 3 areas of your life that have influenced your current career/life goals. These are: 1) Family Experiences, 2) Educational Experiences, and 3) Work Experiences.

Go beyond merely reporting activities or facts in each section. That is, emphasize common themes that pertain to several different experiences, key lessons learned from one or more experiences, the meanings you attach to some of your experiences, and the core values you have acquired from those experiences. It might help to think about a special person or event that impacted your life in each section. Discuss how your experiences with family, school, and work have affected you in the past and how they will likely shape your educational, career, and life goals.

Some of you may have very clear and specific educational, career, and life goals; others may be very confused, conflicted, or uncertain about your future. Regardless of how clear or vague your future goals are, be sure to discuss what you think the effects your family, school, and work experiences may have as you pursue those goals.

Your instructor will be the only person who reads this paper. It should be typed in 12-point font, double-spaced, and be between 3-5 pages.

**Issues and Trends Research:** Each student will investigate a career development issue that has both current and future significance to the HR profession and to themselves. You may focus on a particular issue (e.g., employee productivity & retention focus, diversity and inclusiveness, motivating workers, employee engagement initiatives, the changing role of management, leading people), population segments (e.g., women, minorities, immigrants, migrant workers, the unemployed, the under-employed, the "middle class"), a societal trend and its impact on careers (e.g., tele-commuting, job sharing, consulting), or some combination of these or other areas.
The topic (and the title of your presentation) must be in the form of a **researchable question**. Examples: “How do social service agencies address issues of workforce diversity?” “What effects does the glass ceiling have on women’s career development in law firms?” “What kinds of jobs and individuals are best suited for tele-commuting?”

It is strongly suggested that you begin formulating your proposed topic immediately. I am available to assist students with narrowing down or broadening a topic, if necessary.

You will give an oral presentation on your research. No set format is required, but the presentation is required to include a thoughtful analysis of the issue based on relevant literature. This presentation must be in executive summary format and should highlight the major points persuasively and convincingly in a 5-minute span. **For most of us, this will require considerable preparation and practice before you give your presentation.** The 5-minute time limit will be enforced. If you run out of time before covering all 3 elements listed above, your grade will be impacted negatively.

In addition to your presentation, create a WORD document that contains complete citation information of all your print and/or electronic source material. To be considered “complete,” citation information must include author(s), title, date, and publisher plus, if a journal or magazine article, the name of the journal or magazine, volume and issue numbers, and page numbers. If the source is accessed electronically, include the above information in your citation. **Providing only the URL is insufficient.**

**You are expected to read, analyze, and cite no fewer than 5 published written sources. The course text may not be used for this assignment.**

Make this document available electronically to all other students on or before the date of your presentation via the appropriate link on the course Brightspace page (in the “Discussions” section). Your participation/involvement grade will be negatively affected if you do not complete this portion of the assignment timely. Provide me a hard copy of this document immediately before you begin your presentation on the date you are scheduled.

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1 Please refrain from reading to the audience directly from notes or PowerPoint slides when presenting.
2 Visit the Andrew Young School of Policy Studies’ Library Liaison, for assistance in locating relevant literature. See me after consulting with her if you need more assistance. Using Wikipedia, blog posts, generic websites such as “about.com,” and our course text as source material is **prohibited.**
Career Profile: This assignment will be due towards the end of the course. Because it contains multiple sections, students are strongly encouraged to work on this throughout the semester.

This profile will contain the following elements:

- *Major Interests* (work, personal, or both)
- *Major Skills* (work-related) and *Key Gifts*
- *Key Accomplishments*
- *Motivators* (things that bring out the best in you, etc.)
- *"Must haves"* (imperatives) and *"wants"* (ideals) in a job
- *Preferred work environment* (physical, interpersonal, or both)
- *Entrepreneurial/Consulting capability*
- *Strategies you plan to use to assess if and to what degree a job opportunity will satisfy your “Must Haves,” “Wants,” and preferred work environment before deciding to accept an offer for that job*
- *Short (up to 2 years) and long-range (3-5 years) aspirations*
- *Reasons for obtaining a college degree and/or additional higher education requirements*

In addition, provide the following:

1) An action plan that addresses how you intend to achieve your short and long-term aspirations. This should be a very concrete, specific description of actions you will take, when you will take them, and how you will measure your progress towards your goals. In addition, state the forms of resistance or obstacles within yourself (for example, fear, procrastination, denial, lack of motivation to change longstanding habits) that may emerge when trying to implement your action plan and a) how you intend to be aware of your resistance, and b) what, if anything, you intend to do about it.

2) Resources: A description of the resources used to create your profile. All of the following are required, though you may use others if you wish:

- An informational interview\(^3\) with a person who is in a career, job, and/or organization to which you aspire. Include about a half page, typed double-spaced summary of your findings from this interview. Don’t forget to write a thank you note.

- Descriptions of the exercises, tools, concepts, and guides found in all of the following sources that you used to assist in creating your career profile.

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\(^3\) As the term implies, the purpose of this interview is to acquire useful information about an organization, job, and/or occupation of interest to you. It is not to sell yourself, get your foot in the door, or interview for a job.
• The course text. At minimum, you need to state an idea, tool, or guideline from each chapter (a total of at least 9) that helped you in creating your career profile.

• Other resources you have discovered on your own.

In addition to informing the reader about the resources you used, also indicate the specific sections or parts of sections in your profile where these resources were applied. Simply summarizing the content of book chapters without linking them to your paper will result in your grade being lowered.

• Students may visit GSU’s Career Services office (2nd floor, University Center), their web site, or the career services office of your college or department, if one exists. If you elect to visit the office in person (which will likely be more informative and helpful compared to a web site visit), plan ahead → make an appointment ahead of time. Include about a one page, typed double-spaced summary of what you learned from this visit.

Profile Length: The profile should be no more than about 6 to 8 typed (12-point font) double-spaced pages (excluding the write up of the resource descriptions). Use any format that makes sense for you (e.g., narrative, bullets, graphics that supplement text, other) as long as you cover the above elements sufficiently.

EVALUATION

PLEASE DOUBLE-SPACE ALL WORK. It will be evaluated on style and substance. Awkward phrasing, poor grammar, spelling errors, misused words will affect grades, and drafts are highly recommended in preparation. Oral presentations are evaluated on the same criteria. Enthusiasm, poise, and ability to engage your audience are critical to success and will be measured to evaluate presentations.

The final grade is determined by the weighted average of grades on the following:

1. Autobiography = 20%
2. Career Vision Board = 15%
3. Issues and Trends Research Presentation = 25%
4. Career Profile = 30%
5. Participation/Involvement = 10%

100%
The relative weights are intended to convey that all deliverables and your participation/involvement are important in determining your final grade for the course. Letting any one of them "slide" will affect your overall evaluation and final grade.

**FINAL COURSE GRADE DETERMINATION**

I assign grades based on the outcomes of your work, not the inputs. I give students the benefit of the doubt if their total points are within 10 points of the next highest grade.

**Example:**

Autobiography Assignment is worth a total of 30%.
Student’s Actual grade earned for this assignment is 85% (B)
Calculation: \(85 \times 0.3 = 25.5\)
Student receives 25.5% of the total 30% to be accrued for the completion of this assignment.

**LATE DELIVERY POLICY**

I realize that “life happens” during any given semester in any course. This can entail any number of circumstances, including but not limited to illness, serious illness or death of a loved one, work, family, and work-family conflicts and challenges, and computer/technology woes, among others. At the same time, deadlines are deadlines and as adults, the responsibility lies with you.

If you anticipate being late in the delivery of an assignment, I expect to be informed of this in a timely manner. Informing me that you are ill and will not attend class an hour before an assignment is due in that class is not timely.

Except in unusual circumstances, the penalties on grades will be as follows:

- Up to 24 hours late = 1 full grade off
- 24 up to 48 hours late = 2 full grades off
- More than 48 hours late = “F” on assignment

The clock starts ticking at 11 AM on the due date.
TENTATIVE COURSE SCHEDULE (subject to change)

Aug. 25 & 27
Introductions/Classroom Expectations/Overview
Review Syllabus
Vision Board Assignment Overview

**Recommendation: Students are encouraged to read “ahead” in the course textbook to prepare for classroom discussion.

Sept. 1 & 3
Text Discussion (Introduction, Chapters 1, and 2)
Vision Boards Due (Thursday, Sept. 3rd)

Sept. 7th Labor Day (no classes)

Sept. 8 & 10
**NO CLASS (Tuesday, September 8th)
**NO CLASS (Thursday, September 17th) Autobiographies DUE

Sept. 15 & 17
HR Roles & Descriptions
Appeals and Challenges HR Professionals Encounter

Sept. 22 & 24
Text Discussion (Chapter 4)
The HR Career Success Model

Sept. 29 and Oct. 1
Text Discussion (Chapter 5)
Appendix A: Self-Knowledge & Skills Assessment Class Exercise

Oct. 6 & 8
Text Discussion (Chapter 6)
Learning about the Field of HR
Issus and Trends in HR

Important: Oct. 13th is the semester midpoint (Last day for students to withdraw and receive a W grade).
Oct. 13, 15, and 20 (if needed otherwise coursework continues)
Issues and Trends Presentations Due

October 22
Thursday: NO CLASS
The Success Model Factors (Chapter 7) Summary Due: Submit a 1-page summary on why CULTURE is important to an organization’s success. Feel free to use reliable sources outside of the course textbook to support your position. Submit in double-spaced, 12-point font.

Oct. 27 & 29
Tuesday: NO CLASS
Thursday: GUEST SPEAKER (ROLL WILL BE TAKEN)

Nov. 3 & 5
Text Discussion (Chapter 7) The Success Model Factors
HR and the Organization (The Importance of Strategic Partnership)

Nov. 10 & 12
Text Discussion (Chapter 8) Achieving Results
How to be IMPACTFUL.
HR Conflict Resolution/”Fierce Conversations”

Nov. 17 & 19
Text Discussion (Chapter 9) Your Future
Career Development Steps to Take
Apéndice C: Interview Skills Exercise
Get Motivated!

Nov. 23 & 27
NO CLASSES – THANKSGIVING HOLIDAY

Dec. 1 & 3
Discuss Career Profile Paper
Course Wrap-up: “Make a Life, Not Just a Living”

Dec. 7, Last Day of Classes

Dec. 8th – 15th Final Exam Week

December 10th FINAL EXAM/CAREER PROFILES DUE
10:45 AM – 1:15 PM
PMAP Department Computer Policy

The following computer policy is now in effect for PMAP. Our department policy is similar to the one that is now in effect for the entire university.

- All students in the Department of Public Management & Policy must have access to a computer, and any course offered by the department may require computer-based work.

- Student computers must provide access to at least one e-mail account and the World Wide Web.

- Students are also required to have access to Microsoft Office (including Word, Excel, and PowerPoint) and a current version of the Microsoft Explorer Browser. Other browsers are acceptable if they are configured to allow on-line access to Word and PowerPoint files.

- We encourage students to have access to their own computers at home or at work, but the university does have computers available in GSU open-access labs.

Academic Integrity

I will not tolerate academic dishonesty, including but not limited to cheating and plagiarism. If you are unsure about what does and does not constitute plagiarism and other forms of academic dishonesty, carefully read the pertinent portions of GSU Student Handbook and/or GSU Graduate or Undergraduate catalog (both are available on the web) as well as consult with me for guidance. You are ultimately responsible for understanding what plagiarism is and avoiding engaging in it.

The following is from a portion of the GSU Student Handbook:
Plagiarism is presenting another person’s work as one’s own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgement, including the summarizing of another student’s work as one’s own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

Plagiarism and other forms of academic dishonesty will result in an “F” on the assignment in question. Per university, college, and department policies, students found guilty of academic dishonesty can also receive an “F” for the entire course as well as be suspended or expelled from Georgia State University.5
Accommodations for Disabilities

Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought.

Course Evaluations

Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.

AYS Career Services & Student Life Office

The Andrew Young School provides career planning services & student leadership opportunities (student clubs & organizations) to all current AYS students and alumni. AYS Career Services can help students with resume writing, interviewing, job searching, internship development, preparing for graduation school, and networking. Students are invited to attend career events and workshops, and individualized career counseling appointments can be arranged. For more information about these services as well as what career panels, career fairs, and other events are available this semester, please visit: http://career.aysps.gsu.edu/ The office also supports all AYS student clubs and organizations – so read about the various groups within the college, and join one today: http://career.aysps.gsu.edu/organizations. The AYS Career Services & Student Life office is located on the ground floor of the Andrew Young Building, in rooms G47-51.

This document provides a broad overview of the course. If deviations are deemed necessary, students will be so informed in as timely a manner as possible.