



# EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL  
*and* CONTINUING STUDIES

## **HR 5110-104: Career Development: Organizational and Individual Approaches**

### **Course Description:**

This course will explore career development as part of the broader field of human relations and human resource planning and its impact on leadership, management and organizational development. It will examine the changing nature of the workplace, the “new” social contracts between supervisor and supervisee, the importance of employability security as opposed to job security, and the personal management of one’s career. Using career coaching strategies for working with individuals, subordinates or organizational personnel will be emphasized. Students will have the opportunity to take career assessments, e.g., Career Anchors, Strong Interest Inventory, participate in classroom exercises to help understand workplace dynamics, and explore their own careers.

### **Class Dates, Location and Hours:**

Dates: August 24 – 26 & August 31 – September 2, 2018  
Location: Bldg. 201 SE, Tinker AFB, Oklahoma.  
Hours: Friday 5:30-9:30 p.m.; Saturday 8:30 a.m.-4:30 p.m.; Sunday 1:00-5:00 p.m.  
Last day to enroll or drop without penalty: July 26, 2018

This military installation is not open to the general public. In order to take courses at this installation, students must have a current military or Department of Defense identification card which allows them to access the installation.

### **Site Director:**

Email: [aptinker@ou.edu](mailto:aptinker@ou.edu). Phone: 405-739-7365 or DSN 339-7365.

### **Professor Contact Information:**

Course Professor: James P. Pappas, Ph.D.  
Email address: [jpappas@ou.edu](mailto:jpappas@ou.edu)  
Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

### **Textbook(s) and Instructional Materials:**

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email [0831mgr@fhcg.follett.com](mailto:0831mgr@fhcg.follett.com). Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Greenhaus, J.H., Callahan, G., & Godshalk, V.M. (2009). *Career management* (4<sup>th</sup> ed.). Thousand Oaks, CA: Sage. ISBN 9781412978262.
2. MBTI On-Line Assessment: Assessment needs to be taken by August 3, 2018. Students can access the assessment using the link provided with the instructions below. **Note:** The \$27 fee for the assessment will be charged to the students' bursar account
3. Strong Interest Inventory On-Line Assessment: Assessment needs to be taken by August 3, 2018. Students can access the assessment using the link provided with the instructions below. **Note:** The \$10 fee for the assessment will be charged to the students' bursar account

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

### Course Objectives:

The purpose of the course is to help you:

- explore recent trends driving the changing nature of work, management, organizations, and careers;
- recognize the roles technology, globalization, and new educational strategies play in personal and organizational development;
- develop knowledge and skills related to coaching and career counseling
- explore how career anchors, occupational interests, and personality traits affect personal lives, organizational behavior and careers;
- identify current and future workplace leadership and management concepts; and,
- implement personal strategies concerning career planning, personal development, and life transitions.

### Assignments, Grading and Due Dates:

#### Readings

Students are required to read the Greenhaus text before the first class in preparation for class discussions, group work, and individual projects.

#### Preliminary Assessments

Each student must complete or have available the (a) **MBTI Form M** and the (b) **Strong Interest Inventory before August 3, 2018**. The results will be used by the students during in-class exercises for personal career exploration. All results will be kept confidential and are for student's personal use only. Dr. Pappas will bring the results for items 2 and 3 to class. **Having these assessments is worth 5% of the final grade.**

**Note:** If you have taken either assessment within the last six months and have a full printout of your report, the exams do not need to be repeated.

#### To Take an Assessment

1. Using a web browser (i.e., Microsoft® Internet Explorer, Google Chrome, etc.), access the assessment on the CPP Web Administration site:  
<https://Elevate.cpp.com/Respondent/ReturningUser?tokenId=54f400a9-d1db-45fc-80c6-a19276bf38fa>
2. Complete registration questions; click Register (make sure to note the email address and password you used when registering)
3. Click Start
4. Provide the requested demographic information.
5. Click **Next**
6. Answer the questions as spontaneously as possible.
7. Respond to every item.

8. After completing the assessment, click **Next** at the bottom of the page.
9. Click Submit if you are done or Back if you want to review/edit your answers.

### **If you cannot complete the assessment in one sitting:**

If you need to take a break from an assessment, be sure to click **Save and Complete Later** so your responses will be saved and can be recovered when you resume.

When you are ready to resume taking the assessment you will use the link in #1 above, click on LOG IN and then log in using the email address and password created when you registered.

If you forget the password used, enter your email address and click Forgot Password?

**Note:** If you have any questions during the self-administration process, please contact your instructor. Thank you for your participation.

### **Pre-class Paper**

Prepare a pre-class paper by choosing **any** five discussion questions from the following chapters of the Greenhaus text: Chapter 1 (p. 18), Chapter 2 (pp. 39-41), Chapter 3 (p. 60), Chapter 7 (p. 225-226), Chapter 8 (pp. 256-257), Chapter 9 (pp. 283), Chapter 11 (p. 349-350), and Chapter 12 (p. 379). This paper should be typed and double-spaced. **Responses may be up to, but no more than, one page per question in length. This paper is due the first class session and will contribute 15% of your final course grade.**

### **Class Attendance and Participation**

Each student is expected to attend each class meeting. In addition, it is expected that each student will participate fully in class activities and discussion. Please bring your *Career Management* text to the class sessions. **Class participation is 20% of the final grade.**

### **Final Examination**

The final examination will be in an “open book” essay form covering topics from the lecture modules, e.g., historical perspectives of training and development, organizational approaches to career management, theories of career development, life transitions, educational strategies for career enhancement, future trends in organizational development presented in the course and the texts’ content. You will be expected to compare/contrast, examine, analyze, evaluate, and synthesize key concepts covered by the class. **The exam is worth 35% of your final grade.**

### **Post-Seminar Assignment: Simulated Job Search Paper**

Submit a formal, 8 - 10-page paper dealing with careers. The purpose of the paper is to help you pursue a real or hypothetical job. The paper is divided into three parts.

**Section 1:** Select an industry of your choice, e.g., commercial aviation, health care, education. In 3-5 pages, describe what you predict will happen in that industry in the coming decade in terms of job opportunities and careers.

**Section 2:** Select a hypothetical career in that industry, e.g., flight professor, social science teacher, substance abuse counselor. In 3-5 pages, describe your personal characteristics, experiences, occupational interests, and personality traits that would predispose you for being an effective candidate for that career choice. Discuss additional training, experiences, entry-level positions, and lifelong learning you could engage in to enhance employability security in the career.

**Section 3:** Prepare a 1 - 3-page résumé, for a potential employer in the industry chosen that would help you obtain the position. If you would prefer, the last part of the paper can address how you would create an entrepreneurial opportunity for yourself in the industry, either as a proprietor or a consultant for the organization.

It is expected that there will be references and databases to justify the trends and directions that you feel will occur in the industry. You may use class exercises and assessment data to document personal characteristics in relation to your career choice. **This paper is due September 11, 2018 and will contribute to 20% of your final grade.**

**Grading:**

This is a letter-graded course: A, B, C, D, or F.

<b>Assignment</b>	<b>Due Date</b>	<b>Percent of Grade</b>
Preliminary assessments	<b>August 3, 2018</b>	5
Pre-class paper	First class session	15
Class attendance and participation	During class sessions	20
Personal analysis of career instruments	During class sessions	5
Final examination	Last class session	35
Post Seminar Assignments: Job Search Paper	<b>September 11, 2018</b>	20

**Notice:** Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

## **POLICIES AND NOTICES**

### **Attendance/Grade Policy**

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

### **Academic Integrity and Student Conduct**

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at [http://integrity.ou.edu/students\\_guide.html](http://integrity.ou.edu/students_guide.html)

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

### **Accommodation Statement**

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

### **Adjustment for Pregnancy/Childbirth-Related Issues**

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

## **Title IX Resources**

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at [smo@ou.edu](mailto:smo@ou.edu) or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

## **Course Policies**

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

## INSTRUCTOR VITA

**James P. Pappas, Ph.D.**

### Education

- Ph.D. in Clinical Psychology, Purdue University
- M.S. in Counseling Psychology, Ohio University
- B.A. in Psychology, University of Utah

### Current Positions

- Advanced Programs Professor since 1989
- Vice-President for University Outreach, University of Oklahoma
- Dean of the College of Liberal Studies, University of Oklahoma
- Professor of Educational Psychology, University of Oklahoma

### Frequently Taught Advanced Programs Courses

- EDAH 5023 Administration of Adult & Higher Education
- HR 5110 Career Development: Organizational & Individual Approaches
- LSTD 5313 The Individual and Leadership

### Major Areas of Teaching and Research Interest

- Career development
- Organizational psychology
- Administration of adult and higher education
- Counseling techniques
- Strategic market planning

### Representative Publications and Presentations

- Pappas, J. & Jerman, J. (Eds.) (2011). *Meeting Adult Learner Needs Through the Nontraditional Doctoral Degree*. New Directions in Adult and Continuing Education, 133. San Francisco, CA: Jossey-Bass.
- Pappas, J. & Jerman, J. (2005). The experience of the University of Oklahoma's aviation advisory board. *The Journal of Continuing Higher Education*, 53(3), 32. Published for ACHE (Association for Continuing Higher Education, Inc.) at Cleveland State University: Cleveland, OH
- Pappas, J. & Jerman, J. (Eds.). (2004). *Developing and Delivering Adult Degree Programs*. New Directions in Adult and Continuing Education, 103. San Francisco, CA: Jossey-Bass.
- Pappas, J. (November, 1997). The Emerging Role of Career Development in the New Workforce. Presented at the 110<sup>th</sup> Annual Meeting of the National Association of State Universities and Land Grant Colleges, Washington, D.C.
- Pappas, J. (Spring, 1997). *The University Role in Economic Development: From Research to Outreach*. Jossey-Bass.
- With Jerman, J. (January, 1997). From the ivory tower to the control tower. *Air Traffic Technology International '97*, 204-208. UK and International Press.
- Pappas, J. (1990). Environment psychology of the learning sanctuary. In Simpson, E., Forsaith, E. (Eds.) *The learning sanctuary*. New Directions for Continuing Education, 46, 41-52. Jossey-Bass.
- Pappas, J. (October, 1990). University contracting with business/industry/agencies. Presented at the 39<sup>th</sup> Annual Adult Education Conference for the American Association for Adult and Continuing Education, Salt Lake City, Utah.
- Pappas, J. (1987). Strategic market planning in conglomerate continuing education. In Baden, C. (Ed.) *Competitive strategies for continuing education*. New Directions in Continuing Education, 35, 31-43. Jossey-Bass.

- With Lovelock, C. (1986, Revised 1987). *Ealing State University: Division of Continuing Studies (A Case Study)*. Cambridge, MA: Harvard University.
- With Loring, R. (1985). Returning learners. In Noel L. and Associates (Eds.) *Increasing student retention* (pp. 131-161). San Francisco, CA: Jossey-Bass.
- Pappas, J. (April, 1979). The counselor as organizational/career consultant. Presented at the American Personnel and Guidance Association, Las Vegas, NV.
- With Dover, J. (March, 1978). Occupational interests and marital satisfaction. Presented at the American Personnel and Guidance Association, Washington, D.C.
- With Pickeren, J. (May, 1974). Parental influences and personality factors related to underachievement. Presented at Rocky Mountain Psychological Association, Denver, CO.

### **Representative Honors and Awards Received**

#### *Principal Investigator or Grant Supervisor:*

- USPS Advanced Leadership Program, \$1,700,000 for 1999-2013
- MC3 Education Resource Center, \$4,000,000 for 1990-2013
- FAA Air Traffic Controller Training, \$20,000,000 annually for 1987-2006
- Kellogg International Conference on Residential Continuing Education, \$93,000 for 1991
- Southwest Regional Center for Drug-Free Schools and Communities, \$3,000,000 for 1989-1993
- Tinker Air Force Base Lean Institute, \$1,000,000 for 2004-2005.

### **Major Professional Affiliations**

- Lander, Wyoming School District, School Psychologist
- Utah State Office of Rehabilitation Services, Counselor and Psychological Examiner
- Utah State Job Service, Research and Education Consultant
- Latter-Day Saints and West Valley Hospitals, Nurses Training Consultant
- Salt Lake County Sheriff's Office, Personnel Selection Specialist
- Utah State Prison, Group and Family Therapist
- American College Testing Program, Testing, Retention and Adult Education Consultant
- Numerous business and industrial firms, (e.g., Morton Salt, National Association for Home Care, Skaggs/American Stores, Kennecott Copper, Hermes Associates), Personnel Selection, Organizational Development and Marketing Consultant