

Rutgers, The State University of New Jersey
Career and Workforce Development
3 Credits
15:233:561

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| Instructor: Dr. Regina M. Riccioni | Email: Regina.Riccioni@yahoo.com |
| Phone Number : 908 303 6014 | Location: Online |
| Office Hours: By appointment | Prerequisites or other limitations: none |
| Mode of Instruction: ___ Lecture ___ Seminar ___ Hybrid X Online ___ Other | Permission required: X No ___ Yes Directions about where to get permission numbers: |

Course Description

Learning goals: Upon completion of this course students will

1. Comprehend the context of today's workplace with reference to career and workforce development theories, practices, and tools
2. Comprehend major career development and workforce development theories and practices
3. Apply workforce development theories and practices to individuals and organizations to meet development goals
4. Synthesize adult education theories and practices with career and workforce development theories and practices and them to workforce development

Course catalog description: This course will explore career development and workforce development with reference to adult and continuing education theory and practice. Career development and workforce development include the ongoing attainment or refinement of skills and knowledge related to an individual's career and includes career planning activities. Interrelationships among lifestyle, work place, and career development theories will also be explored.

http://catalogs.rutgers.edu/generated/gse_current/pg195.html]

Required texts:

Castellano, W.G. (2014). *Practices for Engaging the 21st Century Workforce: Challenges of Talent Management in a Changing Workplace*. Upper Saddle River: Pearson Education, Inc. ISBN-13:978-0-13-308637

Patton, W. and McMahon, M. (2014). *Career Development and Systems Theory: Connecting Theory and Practice*. Rotterdam: Sense Publishers. ISBN 978-6209-633-2 (paperback)

Web site: This course is offered through Rutgers University Pearson. Registered students will have access to the course site.

Course Requirements

Grading and Activities

Grade Scale:

93-100 = A

88-92 = B+

83-87 = B

78-82 = C+

73-77=C

72 and below = F

You are expected to complete all reading assignments, fully and professionally participate in the online discussions according to the specifications detailed in the About Discussion Boards section of the course, and submit written assignments on or before the due date. In this course, the emphasis is on self-directed participation. You will respond to specific questions or comments about the readings and these responses will serve as a way for you to reflect on the course. Evaluation will not be based on the number of postings you submit, but on the reflectiveness and depth of your responses and quality of interaction with your group/class mates. Please note that responses are due on specific dates

This course is offered through Rutgers University Pearson. Registered students will have access to the course site.

1. Online discussions (20% of our overall grade): You must participate fully in the weekly discussion activities. The rubric below details how discussion posts will be graded. In this course, the emphasis is on self-directed participation. You will respond to specific questions or comments about the reading and your responses will serve as a way for you to reflect on the readings and course material. Please note that responses are due on specific dates.

Rubric for Discussions

| Criteria (maximum point value) | Below Expectations | Average | Above Average | Superior |
|--|--|---|--|--|
| Content Quality of Initial Post (20 points) | Post does not relate to the topic or is missing. | Post responds to prompt, but ideas are not stated clearly and/or fully elaborated. | Post responds to the prompt and ideas are stated relatively clearly; ideas are elaborated. There is little or no reference to the text or other sources. | Post responds to the prompt, ideas are stated clearly, ideas are well elaborated, connections are drawn to the text and/or outside references. |
| Replies to Classmates (12 points) | Replies to less than the required number classmates. | Replies to the required number of classmates, but responses do not enrich the discussion. | Replies to the required number of classmates and expands upon the ideas of their posts. | Replies to at least the required number of classmates and furthers discussion by analyzing and significantly building upon previous posts. |
| Timeliness (4 points) | Did not submit assignment on time. | n/a | n/a | Submitted assignment on time. |
| Spelling/ Grammar (4 points) | Significant errors in spelling, grammar, and/or punctuation detract from the clarity of communication. | Some errors in spelling, grammar, and/or punctuation which may detract from clarity of communication. | Errors in spelling, grammar, and/or punctuation are minimal but fairly noticeable; they do not detract from clarity of communication. | No or very few spelling, grammar, and/or punctuation errors. |

Written assignments: submit assignments via the course site. Papers should be double spaced, Times New Roman 12 font, and in proper [APA format](#).

Rubric for Written Assignments

| Criteria (maximum point value) | Below Expectations | Average | Above Average | Superior |
|---|--|---|---|--|
| Content Quality of Paper (80 points) | Ideas are simplistic, there are signs of confusion or misunderstanding of assignment, and thesis is missing or is not understandable. There is no support for ideas. Paper lacks organization. | Main points and ideas are only indirectly supported; support is not sufficient or specific, but is loosely relevant to the main points. Paragraphs are mainly stand-alone with weak or non-evident transitions. | Ideas are supported, and support is sound, logical, and valid. Paper is organized and main points are supported. | Engaging paper with consistent evidence of depth of ideas that work well together to effectively support the main points of the paper. Sources are valid and specific. |
| Timeliness (10 points) | Did not submit assignment on time. | n/a | n/a | Submitted assignment on time. |
| Spelling/ Grammar (10 points) | Significant errors in spelling, grammar, and/or punctuation detract from the clarity of communication. | Some errors in spelling, grammar, and/or punctuation which may detract from clarity of communication. | Errors in spelling, grammar, and/or punctuation are minimal but fairly noticeable; they do not detract from clarity of communication. | No or very few spelling, grammar, and/or punctuation errors. |

2. Career Assessment Paper - 15% of overall grade (3 – 5 pages)

This assignment will introduce you to a career assessment instrument; either the Focus 2 Self-Assessment, the Myers-Briggs Type Indicator, or the Strong Interest Inventory. Please choose from one of the options presented below:

Option 1- Due Week 6:

The Focus 2 Self-Assessment http://careers.rutgers.edu/page.cfm?section_ID=15&page_id=276 is free to Rutgers students and is applicable to graduate students. You need your RUID to obtain a key to access the Focus 2 Self-Assessment; please make sure you have or obtain your ID the first week of class.

The Self-Assessment takes about 30 minutes to complete. According to the Rutgers University Career Services website,

Focus 2 is an online career and education decision making system designed to help you choose a major and make informed career decisions. It contains five self-assessments that help you explore your:

- *Work Interests*
- *Personality*
- *Skills*
- *Values*
- *Leisure Interests*

Please complete the assessment, submit a brief narrative of some of the key results, and then provide a brief analysis of the results. Are you following a path that fits the findings of the report? How do the dimensions assessed in the Focus 2 Self-Assessment work together to inform career development? How might the results of this assessment impact your career development?

Option 2 - Due by the last week of the class:

Rutgers Career Services offers a number of fee based career assessments http://careers.rutgers.edu/page.cfm?page_id=294&Section_id=15 including Myers-Briggs Type Indicator and Strong Interest Inventory. These two assessments are the standard assessments used in career development. Because they are fee based, they are not required; however, the option to pay for this assessment and receive a debriefing regarding the results from a Rutgers career counselor may appeal to some of you.

If you choose to pay for and take a fee-based assessment, you should let me know by week 2 of the class because you will have to take the test by week 3 in order to have time to engage in the telephone (or in-person) debriefing and write a paper that includes a brief narrative of some of the key results and a brief analysis of the results. Are you following a path that fits the findings of the report? How might the results of this assessment impact your career development? If you

choose this option, your paper is not due until after you have engaged in your debriefing. For some of you this may mean that you will submit this paper on the final day of the class.

3. Interview Paper – 25% of overall grade (7 - 10 pages) Due Week 10/Post due Week 10

This paper will move us from an individual assessment, the previous assignment, to a small organizational assessment. This paper will focus on workforce development.

For this assignment, you will need to interview 2 to 3 people who work together in the same unit or division. This is a workforce development paper, so while you will be interviewing individuals, keep in mind that your product for this assignment is a group analysis. So you will be thinking of your individuals as a work group. They bring individual talent to their organization, but you need to consider and assess their development needs as a whole.

For the paper, please include:

- Brief description of the organization and the work goals of the whole organization/business as well as the specific work goals of the unit/division that employs your interviewees
- Brief career summary of the interviewees
 - What is their role in the organization/unit?
 - What education/experience do they bring to the unit/division?
 - Do they hold certifications or credentials that must be maintained – how are they maintained? Please discuss any adult or continuing education that the individuals engage in.
- What are upcoming changes or challenges for the unit?
- Will the interviewees be able to meet the challenge or work in the change?
 - Look across the interviewees as a unit– are they being utilized to their fullest? Are any engaging in development that could prepare them for another or expanded role in the organization/unit?
- Based upon what you have discovered through the interviews and your knowledge and understanding of upcoming changes or challenges – what development would you recommend for the interviewees so that the unit can meet the challenges/changes?

VT Post – please post a brief (2 minute) summary of your paper – some key findings and key development initiatives.

4. 21st Century Workforce Group Project – 40% of overall grade (10 – 15 pages) – VoiceThread over PPT Presentation (+/- 4 minutes) due Week 14/Paper due Week 15

The purpose of the paper is to gain a deeper understanding of the workforce development challenges and opportunities organizations face as a result of the trends shaping the 21st century workforce. Identify an organization (this can be your organization or choose one that you can research, such as Google or Microsoft) and research how it has managed its workforce with

regard to at least one of the 21st century trends discussed in this class (or identify another) such as technological trends, globalization, labor force trends, and economic trends.

The paper includes a number of deliverables which are due over the course of the semester. I will provide feedback as you submit the deliverables.

- Summary of the organization
- Demographic profile of the organization
- 21st century trend(s) that impacted its workforce
- Describe the struggles, successes, barriers the organization and the workforce faced as a result of the trend(s) you identified
- Strategy or program that the organization implemented to develop its workforce to meet the challenge created by the trend or how its workforce was developed to help it capitalize on the trend – were good adult education practices utilized? If yes, identify them; if not write about how good AE practices could have impacted the training
OR
- Detail a development plan for the workforce to overcome the struggles, continue to capitalize on the successes, and overcome the barriers. Keep good adult education practices in mind when you are developing your plan.

The presentation should be an overview of the paper – approximately a 4 minute VoiceThread with a PPT so that the class learns about your organization, the trends you identified and the development it implemented or the development you planned. Individually you should comment on other group presentations – ask questions and make observations. Please monitor your presentation so that you can answer questions and respond to comments.

Rubric for Presentations

| Criteria (maximum point value) | Below Expectations | Average | Above Average | Superior |
|--|--|---|--|--|
| Content Quality of Presentation (75 points) | Submission does not respond to the specific description of the assignment or is missing. | Responds to most of the specific description of the assignment but is not very clear, does not make any reference to any assigned texts, does so in a surface way, or does not go very deep into analysis/reflection. | Responds fully to the description of the assignment in a clear way but does not go very deep into analysis/reflection, is not completely clear, or makes little reference to assigned texts. | Responds fully to the description of the assignment in a clear way, is fully analytic/reflective, and makes substantive reference to assigned texts. |
| Timeliness (5 points) | Did not submit assignment on time. | n/a | n/a | Submitted assignment on time and meets length standard. |
| Style of Presentation (10 points) | Significant issues with clarity and use of appropriate technology/graphics and/or presentation program that cause the presentation to be of no value. | Some issues with clarity and use of appropriate technology/graphics and/or presentation program that cause the presentation to be of little value. | Few issues with clarity and use of appropriate technology/graphics and/or presentation program that detract from the presentation's value. | Engaging presentation with clear, appropriate graphics/use of technology and/or presentation program. |
| Language Use (10 points) | Significant errors in language use (e.g., grammar, word choice, articulation, conciseness of expression) that detract from the clarity of communication. | Some errors in language use (e.g., grammar, word choice, articulation, conciseness of expression) that may detract from clarity of communication. | Errors in language use (e.g., word choice, grammar, articulation, conciseness of expression) are minimal but noticeable; they do not detract from clarity of communication. | No or very few errors in language use (e.g., word choice, grammar, articulation, conciseness of expression). |

Tentative Weekly Schedule

| Week | Topics to be Covered | Assignments & Readings |
|-------------|---|--|
| 1 | Introductions | Introduce yourself and include a brief summary of your career to date as well as your career goals. Make sure you have your Rutgers student ID. You will need it to access the Focus 2 Self-Assessment which is due weeks 4 and 6. |
| 2 | The 21 st Century Workforce/Trends | Castellano – Chapter 1 |
| 3 | The 21 st Century Workforce/People | Castellano – Chapter 2 |
| 4 | Career Theory – Systems Theory Perspective and Theories Focusing on Content | Patton and McMahon – Chapters 1 and 2 |
| 5 | Career Theory – Theories Focusing on Process and Theories Focusing on Content and Process | Patton and McMahon – Chapters 3 and 4 |
| 6 | Instrument Assessment / Interview | Instrument Assessment/Preliminary Results of Interview |
| 7 | Comparison of Current Theories and Wider Explanations | Patton and McMahon – Chapters 5 and 6 |
| 8 | Challenges of Talent Management | Castellano – Chapter 3 |
| 9 | Employee Engagement | Castellano – Chapter 4 |
| 10 | | Interview Paper Due |
| 11 | Creating Employee Engagement | Castellano – Chapter 7 |
| 12 | Achieving Success | Castellano – Chapter 8 |
| 13 | Lifelong Career Development Learning | Patton and McMahon – Chapter 10 |
| 14 | Instructor Wrap - Up | Presentation Due |
| 15 | | Final Paper Due Posts to Presentations Due Post to Instructor Wrap-Up |

Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss



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the accommodations with them as early in your course as possible. To
begin this process, please complete the Registration form on the ODS web
site at: <https://ods.rutgers.edu/students/registration-form>.

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Academic Integrity Policy:

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for a full explanation of policies.