Successful Career and Program Management

1. **Course Designation and Identifier**

   1.1 Adler Graduate School
   1.2 Course number 565
   1.3 Successful Career and Program Management
   1.4 Three (3) credits
   1.5 Prerequisite: 562

2. **Course Description**

   This course covers all aspects of developing and managing career programs in a variety of settings, including private practice. This course also helps counselors master the presentation and facilitation skills needed to train clients and peers. Students learn tools to manage specific niche areas of career development programs and settings, including private practice. Special attention is given to the topics of career advancement, emotional intelligence, and talent management.

3. **Texts, Materials and Resources (required and optional)**

   3.1 Required materials:

   1) ASTD (2008).  
      *10 Steps to Successful Presentations*  
      ISBN-10: 1562865145  
      or  
      *eBook:*  

      *Emotional Intelligence 2.0.*  
      ISBN-10: 0974320625  
      or  
      *eBook: Emotional Intelligence 2.0*  
ISBN-10: 1413319777

-or

ISBN-10: 1885333218

3.2 Suggested materials
ISBN-10: 0982317204

4. **Competencies and Learning Outcomes**

Students in this course learn about or are able to do:

4.1 How career development theories and decision-making models pertain to different career programmatic settings.

4.2 Exploring the intersection of counseling and coaching skills.

4.3 Career counseling processes, techniques, and resources, including those applicable to specific populations.

4.4 Career developmental program planning, organization, implementation, marketing, administration and evaluation of outcomes.

4.5 Career development programs, approaches and materials for hard-to-reach populations.

4.6 Managing niche areas of career development programs and settings.

4.7 Mastery of presentation and group facilitation skills needed to train clients, peers, and others in the workplace.

4.8 Coach to establish vision and for private practice.

4.9 The steps for establishing a private career counseling or coaching practice.

4.10 Coach on emotional intelligence.
4.12 Supporting talent management and leadership development

4.13 Surviving and prospering as a career counselor/coach and being resilient.

4.14 Trends in career counseling/coaching: staying current in the field.

5. Course Outline

5.1 Unit 1 Career Development Settings & Clients Thurs., 7/3/14

1) Introductions, Course Overview, and Expectations
2) Individual Sharing on Career Settings & Types of Clients/Students
3) Distinctions of Competencies: NCDA, CDF, ICF
4) Discuss Chart: Competencies & Outcomes for Course
5) Cultural Competence & Multi-Cultural Activity
6) Introduce Group Project & Determine Members for Each
7) Career Center: Deliver Services & Resources
8) Explain Student Reflection Logs

Reading Due: Sampson pages 1 – 46

Assignment Due: Listen to at least 3 audios of career professional interviews and enter information into the “Career Development Professionals Interviews” worksheet; be sure to listen to Murray Mann’s audio for 1st class.

5.2 Unit 2 Career Center: Delivery, Resources, Implementation Thurs., 7/10/14

1) Individuals Share SRL: Unit 1
2) Individuals: Declare Preferred Career Settings & Types of Clients/Students
3) Career Center: Accountability & Evaluation
4) Successful Presentations: Know Audience & Purpose; Develop & Structure Presentation; and, Create Visual Aids
5) Group Project: Meet to Determine Career Center Type, Discuss Project, Complete Worksheet and Assign Roles & Responsibilities

Reading Due: Sampson pages 47 – 75; ASTD pages 1 – 66

Assignments Due: Student Reflection Log (SRL) #1; a completed “Career Development Professionals Interviews” worksheet that addresses a minimum of 6 interviews.

5.3 Unit 3 Career Center Project & Presentations Sat., 7/12/14

1) Individuals share SRL from Unit 2
2) Discussion: What Makes an Effective Presentation
3) Successful Presentations: Add Pizzazz; Venue/Environment; and, Basic Communication Techniques
4) Project Groups Meet: Discuss Assignments for Next Week, in Preparation for the Presentation

Reading Due: ASTD pages 71 – 120; Three articles from Career Convergence Magazine: a) “Building a Successful Career Development Program: Three Key Considerations” by Carrie Tuning and Carolyn Kurowski (6/1/13); b) “A Field-Based Strategy for Developing Successful Career Programs” by Robert Reardon (7/1/13); and, c) “The Career Center of the Future” (2/1/14). Articles will be provided; they are reprinted with permission.

Assignment Due: Student Reflection Log (SRL) #2

5.4 Unit 4 Career Center Project & Presentations – Continued Sat., 7/13/14

1) Successful Presentations: Facilitation Techniques; Presentation Practice; Handle Jitters; and Flawless Presentation
2) Project Groups Meet: Discuss & Prepare for Presentation; Determine Dates/Times to Meet, Prior to Presentation

Reading Due: ASTD pages 123 - 177

Assignment Due: Student Reflection Log (SRL) #3; Complete Assignments for Group Project

5.5 Unit 5 Group Presentations & Feedback Thurs., 7/17/14

1) Individuals share SRL from Units 3 and 4
2) Career Center Groups: Final Prep for Presentation
3) Career Center Group Presentations (@ 15 min) & Feedback
4) Private Practice Project: Part 1

Reading Due: Pakroo pages 8 - 60, 166 - 192 and 302 - 307

Assignment Due: Student Reflection Log (SRL) #4; Complete Entrepreneur Quiz (to be provided); Begin Research on Subject of Individual Presentation

5.6 Unit 6 Private Practice Thurs., 7/24/14

1) Share SRL from Unit 5
2) ICF Core Competency # 10: Planning & Goal Setting
3) Coaching on Vision: A perfect day in your private practice / ideal workplace setting
4) Private Practice: Part 2
5) Individuals: Determine Subject of Presentation

Reading Due: Pakroo pages 62 - 139, 220 - 237, 293 - 300
Assignment Due: Student Reflection Log (SRL) #5; Continue to work on Individual Presentation

5.7 Unit 7 E-Business & Emotional Intelligence Sat., 7/27/14

1) Share SRL from Unit 6
2) Private Practice: Part 3 – Focus on E-Business
3) Coach on Emotional Intelligence
4) Dyads: Discuss Marketing Piece to Accompany Presentation

Reading Due: Pakroo pages 241 - 274 (skim); and, Bradberry & Greaves pages 1 - 59.

Assignment Due: Student Reflection Log (SRL) #6; Take Emotional Intelligence Appraisal Assessment, review report and development suggestions, and read about them in EI 2.0; and, Final prep for Individual Presentation.

5.8 Unit 8 Talent Management, Leadership & Career Advancement Sat., 7/27/14

1) Pairs: Practice Individual Presentation and Give Feedback
2) Talent Management & Leadership Development
3) Coaching on Career Advancement & Resilience
4) Tactics to Stay Current in Field of Career Development

Assignment Due: Student Reflection Log (SRL) #7; Take Quiz (to be provided); and, Prep for Individual Presentation.

Reading Due: article, “Resilience: Personal and Organizational by Jenny Campbell” from Career Convergence Magazine (to be provided).

5.9 Unit 9 Individual Presentations & Feedback Thurs., 7/31/14

1) Share SRL from Units 7 and 8
2) Deliver Individual Presentations
3) Evaluate Presentations
4) Write SLR Log #9
5) Course Evaluation

Assignment Due: Bring Student Reflection Logs (SRL) #1 - #8; Prepared to Deliver Presentation with Visuals & Promotional Item.

6. Special Project Time (SPT)

6.1 Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained experience requiring 30 hours to complete. SPT generally focuses on either (a) an experiential exercise paired with a short integrative writing component or (b) a research exercise and a short integrative writing component.
6.2 An integrative, SPT experience can be based on an individual project or a group project. Once again, the individual or group completes an experiential or a research oriented exercise, followed by a short integrative writing assignment.

6.3 SPT experiences may be constructed in such a way that they pertain to students’ unique degree plans. For example, Licensed Marriage and Family Therapist students, Licensed Professional Counselor students, and Licensed School Counselor students may construct a SPT experience unique to their chosen disciplines. This is done in consultation with the course instructor.

7. Writing Guidelines including APA Format

All written assignments in courses at the Adler Graduate School, including those submitted in online courses, must be in APA format unless specifically noted by the course instructor (Publication Manual of the American Psychological Association (6th edition), 2009, American Psychological Association. ISBN 1-4338-0561-8).

8. Assessment/Evaluation Procedures

8.1 Assignment Overview

<table>
<thead>
<tr>
<th>Assignment or Activity</th>
<th>Due Date</th>
<th>Point Value</th>
<th>Course Outcome Addressed</th>
</tr>
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<tbody>
<tr>
<td>Class Participation</td>
<td>Each class</td>
<td>9</td>
<td>Contribute to and be engaged in each class</td>
</tr>
<tr>
<td>Student Reflection Logs (Typed)</td>
<td>Start of each class; last one due 7/27/14 (end of class)</td>
<td>9</td>
<td>Reflect &amp; Internalize Learnings in class and from reading assignments (for each module)</td>
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<tr>
<td>Career Development Professional Interviews (typed)</td>
<td>7/10/14</td>
<td>7</td>
<td>Desired Career Role &amp; Setting</td>
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<td>Group Project Presentation: Design &amp; Implementation of Career Services: Center; approximately 15 minutes (to be included in Portfolio)</td>
<td>7/17/14</td>
<td>25</td>
<td>Managing niche areas of career development programs &amp; settings + Programs for Special Populations</td>
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<tr>
<td>Private Practice Worksheets</td>
<td>Part 1: 7/24/14</td>
<td>20</td>
<td>Establish private practice</td>
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<td>Part 2: 7/27/14</td>
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<td>Part 3: 7/31/13</td>
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<tr>
<td>Special Project Time: Individual Project</td>
<td>7/31/14</td>
<td>30</td>
<td>Mastery of Presentation &amp; Group Facilitation Skills + Marketing Career Program</td>
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<td>Presentation/ Facilitation with Visuals &amp; Promotional Item; 20-25 minutes (to be included in Portfolio)</td>
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8.2 Grading: [Based on total points for the class]

A    90-100 points
B    80-89 points
C    70-79 points
R    Retake- Needs more time or instruction to master the requirements of the class
NC   Quality of work or participation falls below minimum expectations, including:
   • Not attending class.
   • Not properly notifying registrar of a withdrawal
   • Missing class periods in excess of the number allowed by AGS’s course attendance policy (see section 9 below)
   • Not resolving a grade of incomplete within 45 days after the last class meeting (not the assignment due date) and an agreed upon extension has not been arranged by the student and instructor. The Incomplete turns to No Credit (NC) and the course must be repeated at full price.

9. Attendance Policy

Since courses are structured according to an intensive five-week format, regular and punctual attendance is of prime importance. Students are expected to attend all class meetings. When a student is unable to attend class, it is a courtesy to notify the course instructor in advance using the e-mail or phone information provided at the end of this syllabus.

Most courses are divided into nine units. One unit is equal to one evening class session, ½ of a weekend day session, one unit/ posting in an online class or, roughly, 3 ¼ hours of class time. If a student misses more than 2 class units, the decision whether to allow a grade or issue a retake is left to the discretion of the instructor. Students who miss four class sessions will automatically receive a grade of NC (No credit) for the class and are expected to retake the class at full price.

In online classes, the student fulfills the class session or unit by complying with posting and other submission deadlines.

It is the instructor’s prerogative to allow or not allow make up work or to deduct points or issue a lower grade based on missed class sessions.

Questions or appeals about the implementation of the attendance policy may be directed to the Academic Vice President.

10. Participation Disclaimer

10.1 Active participation in class discussions/exercises/demonstrations is encouraged. As with other AGS courses, in this course, individual students must determine for themselves the level of disclosure/intimacy that is appropriate for them.

10.2 Whenever confidential information/material is used in any AGS course, students and faculty members are expected to observe AGS policy concerning the handling of confidential information/material. Full descriptions of these policies are available.
11. **Academic Integrity Policy**

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work involved. Academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the Adler Graduate School. Here are examples of academic dishonesty:

- **Cheating** - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.

- **Fabrication** - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

- **Facilitating academic dishonesty** - Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.

- **Plagiarism** - The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.

13. **Nondiscrimination Clause**

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable State and federal laws.

14. **Learning Accommodations (including students with disabilities)**

If a student in this course has a documented learning disability, tell the instructor during the first week of class. The instructor needs to know on the front end so that he or she can work with you. The Adler Graduate School is committed to helping all students be successful, as best as can be reasonably accommodated. Documenting a learning disability occurs at the student’s expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.

15. **Instructor Contact Information**

Nancy Branton
Faculty