Adler Graduate School
Richfield, Minnesota
AGS Course 565 Summer 2013
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 Prerequisites: 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 master the presentation and facilitation skills needed to train clients and peers. Addressing the Adlerian concepts of work task in class assignments and the social task through community involvement, students learn tools to manage specific niche areas of career development programs and settings, including private practice. And they learn to how to stay current in the field and to be resilient.

   Teaching Methods: This class is highly experiential. The instructor exposes students to a wide array of career counseling program settings, including a blueprint for building a private practice. Students learn how the needs, process, and the role of the career counselor differ in these settings. They learn how career development connects to talent management. They practice counseling and coaching processes in class, learn presentation and facilitation skills, and identify their desired programmatic setting.

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

   3.1 Required texts:
   
   
   
   - Campbell, *Resilience: “Personal and Organizational”*(2009). LifetimesWork. (To be provided)
   
   
   
   - Tuning and Kurowski (6/1/13). “Building a Successful Career Development Program: Three Key Considerations” by Carrie Tuning and Carolyn Kurowski, *Career Convergence Magazine*. (To be provided)
4. Competencies and Learning Outcomes

Students in this course learn:

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

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

4.3 Managing niche areas of career development programs and settings.

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

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

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

4.7 Exploring the intersection of counseling and coaching skills

4.8 Supporting talent management and leadership development

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

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

4.11 Career development programs and materials for hard-to-reach populations

5. Course Outline

5.1 Unit 1 (Thursday, July 11) 3 hours

Reading: Optional - Zunker pages 210-251

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

~ Introductions
~ Overview of course and learning objectives
~ Types of settings students have encountered, either as a patron or a practitioner
~ Different career development settings, their respective clients, students, and/or employees
~ Participate in diversity activities to learn more about diverse clients, students and/or employees
~ Discuss various career professional settings and share findings from audios of career professional interviews
~ Review and discuss NCDA competencies, CDF competencies, and ICF coaching competencies to discern the overlaps and distinctions of counseling, advising and coaching
~ How career development theories and decision-making models pertain to different career programmatic settings and special populations
~ Introduce Student Reflection Log (SRL) and, if time, students will write them in class

5.2 Units 2 & 3 (Saturday, July 13) 8 hours

Reading due:
Sampson pages 1-75 (skim)
ASTD pages 5-42 (skim)
Optional - Zunker pages 252-282

Assignment due:
Listen to at least 3 more audios (for a total of 6) of career professional interviews and complete the “Career Development Professionals Interviews” worksheet.
Student Reflection Log (SRL): 1—“Career role and setting that is most and least interesting and how they link to the work task in Adlerian Psychology” (1-2 paragraphs)
SRL: 2—“What are the key similarities and differences between NCDA, CDF and ICF competencies?”

~ Check-in and share about SRL
~ Discuss various career professional settings and share findings from audios of career professional interviews (continued)
~ Career counseling for special populations – continued
~ Introduce Special Project Time
~ Discussion on delivery options for career centers
~ Important resources to provide at career centers
~ Successful implementation of career services, resources, and service-delivery tools
~ Accountability for and evaluation of career centers
~ Small groups meet to discuss their career service center topic and jointly complete the worksheet provided
~ Discussion: What makes an effective presentation?
~ Know audience and purpose; develop and structure your presentation
~ Small groups reconvene and jointly develop a plan for the presentation (to be given on 7/18/13)
~ SRLs: if time, students will write it at the end of the class

5.4 Unit 4 (Thursday, July 18) 3 hours

Reading due:
ASTD pages 45-138 (skim)

Assignments due:
SRL: 3—“Key takeaways about the needs of special populations and how they relate to career counseling theories/techniques” (1-2 paragraphs)
SRL: 4—Thoughts on knowing audience, developing and structuring your presentation. (1-2 paragraphs)

~ Check in and share about SRL
~ Create appropriate visual aids
~ Making presentations memorable
~ Make sure venue and environment work in your favor
~ Basic communication techniques
~ Small groups meet to complete their career services center project and finalize presentation
~ Assign class to complete PWBI and Emotional Intelligence Appraisal before 7/25/13
~ SRL: if time, students write it at end of the class
5.5  **Unit 5** (Thursday, July 25) 3 hours

Reading due: Pakroo pages 8-49, 164-189 and 295-300 (skim)
ASTD pages 141-164 (skim)

Assignment due: SRL: 5—“What key things did you learn about making presentations memorable?”
Ready to deliver group presentation (10-15 minutes) on Career Management

- Check in and share about SRL
- Graded group presentations are given on Career Services Center Project
- Facilitation techniques to engage the audience
- Presentation practice tips
- Handling presentation jitters
- Begin graded, private practice Classroom Activity on Establishing a Private Practice: Part 1
- Assess how well suited to be an entrepreneur and discuss pros and cons of private practice
- Home business vs. Office; In-person vs. distance-based
- Selecting a business name and location and review of trademark law
- Choosing a legal structure and getting professional help
- Determining niche and brand; identifying ideal clients
- Determining services & pricing packages
- Visioning exercise: a perfect day in your private practice / ideal workplace setting
- SRL: if time, students will write the logs at the end of the class

5.6  **Unit 6** (Thursday, August 1) 3 hours

Reading due: Pakroo pages 61-118, 105-209, 287-294, and 296-301 (skim)

Assignment due: SRL: 6—“What are your key takeaways about facilitation techniques and communication?” (1-2 paragraphs)
SRL: 7—“Thoughts on private practice, niche, ideal clients and pricing your services.” (1-2 paragraphs)
PWBI and Emotional Intelligence Appraisals completed by 8/1/13
Private Practice Worksheet: Part 2

- Check in and share about SRL
- Private Practice Worksheets: Part 2
- Creating a business plan
- Establish a marketing and referral system
- Federal, state, and local start-up requirements
- Effective risk management
- Taxes, laws, and other
- Contracts and agreements
- Accounting and financial management
- Contractors vs. employees
- SRL: if time, students will write it at the end of the class

5.7  **Units 7 & 8** (Saturday, August 3) 8 hours

Reading due: ASTD pages 169-177 (skim)
Pakroo pages 233-267 (skim)
Bradberry, Travis and Greaves pages 1-59
Tuning and Kurowski pages 1-3 (article to be provided)
Campbell pages 1-16 (article to be provided)
Assignment due: SRL: 8—“Key takeaways on business planning and marketing” (1-2 paragraphs)
Take Emotional Intelligence Appraisal; bring report to class
Bring your Page Work Behavior Inventory report to class
All ASTD Worksheets are due
All Private Practice Worksheets –Parts 1, 2 and 3– are due

~ Check in and share about SRL
~ Deliver a flawless presentation - Complete ASTD Worksheet 10.1 in class
~ In pairs, practice STP Presentations and give one another feedback
~ If needed, finish up any private practice subjects from the last class
~ Explore website and e-business - Private Practice Worksheet: Part 3
~ How career development connects to talent management and leadership development; review results of Page Work Behavior Inventory report and discuss Tuning & Kurkowski article.
~ How emotional intelligence connects to career development; review Emotional Intelligence Appraisal results and discuss reading assignment in Emotional Intelligence 2.0.
~ Career resilience: discuss Campbell article
~ Professional development and community involvement (how it relates to Adler’s Social Task)
~ SRL: if time, students will write it at the end of the class

5.8 Unit 9 (Thursday, August 8) 3 hours
Reading due: ASTD pages 169-181
Assignment due: Ready to deliver a 15-20 minute presentation that includes visuals, handouts and a promotional piece.
SRL: 9—“What did you learn about your own presentation skills? And, what do you want to focus on to improve the effectiveness of your presentations? (1-2 paragraphs) It is due at end of class.
Turn in all SRLs by the end of class.
Turn in all ASTD Worksheets: 1.1 – 10.1 by the end of class.

~ Check in and share about SRL
~ Individual class presentations are given
~ Evaluation of class presentations
~ SRL 9: students write it in class
~ Summarize course and discuss next steps; SPT research paper is due 8/16/13
~ Program evaluation

6. Special Project Time (SPT)

Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained, 30-hour experience, requiring no more than 30 hours to complete. SPT generally focuses on either (a) an experiential exercise paired with an integrative writing component or (b) a research exercise and a short integrative writing component.

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. This should all be planned within the context of a 30-hour student expectation.

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 might 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 must be in APA format unless specifically noted by the course instructor *(Publication Manual of the American Psychological Association (5th edition), 2001, American Psychological Association. ISBN 1-55798-791-2).*

8. **Assessment/Evaluation Procedures**

8.1 Graded Class Participation (9 points)

Students only earn a total of 9 points if they demonstrate knowledge of the reading material in class discussions AND actively participate in and complete classroom activities.

8.2 Graded Student Reflection Log: (9 points)

After each class, students will complete a Student Reflection Log (SRL) consisting of 1-2 paragraphs. These reflections relate to reading assignments and classroom presentations/discussions on designated topics for each week and include an appropriate reference to the Work or Social Task in Adlerian Psychology. Students give a brief summary of their SRL at the start of each class, beginning on 7/13/13. Use the SRL Template provided. Use a 10-point font. Set all margins at 1 inch and insert page numbers. The log need not be in APA format. Your completed log will have 1-2 paragraphs per question. The log is worth a maximum of 9 points and is due by the end class on 8/8/13.

8.3 Graded Career Professional Interviews (6 points)

Individually, students will listen to at least 6 interviews of career development professionals and complete a Career Development Interview worksheet. This typed worksheet is due at the start of class on 7/13/13 and is worth a total of 6 points. Access to these interviews will be given to students prior to their first class.

8.4 Graded, Group Career Services Center Project (20 points)

In groups, students will complete a group classroom activity on a specific “Career Services Center.” Each group will jointly create and give a presentation on their chosen programmatic area. The presentations (10-15 minutes) will be given in class on 7/25/13. Groups may earn up to a total of 20 points. Students will include their group presentations in their portfolio.

8.5 Graded Private Practice Worksheets (20 points)

Individually, students will complete classroom activity worksheets on “Establishing a Private Practice.” Students must demonstrate knowledge of the relevant reading and lectures and reflect that knowledge in class participation and worksheets. All worksheets are completed and turned in by 8/8/13. Students may earn up to a total of 20 points.

8.6 Graded Special Project Time (36 points)

Individually, students create a 15-20 minute presentation with visuals and deliver it during the last class. The purpose of the presentation is to promote/market an aspect of their desired private practice or other career development function to the target audience. Students prepare visuals and create one promotional piece about their private practice/career function (E.g. one-page flier, brochure, tip sheet). Students compose a 3 to 4-page paper summarizing practical research on a presentation topic and explaining how it links to relevant career development theories. Here are a few examples of topics: *Finding a Career that Fits You Best, Ten Tips to Be Promoted, and Eight Characteristics of Resilient Employees.* The report is in APA format at 12-point font. Do not
include an abstract. Students are graded on their presentation delivery, visuals, participant handouts, promotional piece, and paper outlining the findings from their practical research. The SPT is worth a total of 35 points: 13 points for the presentation, 5 points for the promotional piece, and 13 points for the paper and 5 points for completed worksheets 1.1 thru 10.1. ASTD worksheets are due by the end of the class on 8/8/13. Presentations will be given on 8/8/13. Papers are due no later than 8/16/13. Students will include their promotional piece, handouts, and PowerPoint Presentation handouts in their portfolio.

8.7 Due Dates:

Graded Career Development Professional Interviews Chart is due 7/13/13 at 8:30am.
Graded Group Career Services Center Project is presented in class on 7/25/13.
Graded Private Practice Worksheets are due on 8/8/13.
Graded Student Reflection Logs (SRL) are completed and shared in each class, beginning on 7/13/13. SRL is due by the end of the class on 8/8/13.
Graded Special Project Time project presentation, visuals, handouts, promotional piece, and worksheets are due on 8/8/13. The paper is due 8/16/13.

8.8 Grading:

A  90-100 points
B  80-89 points
C  70-79 points

Special Project Time Papers turned in between 8/17/13 and 8/23/13 will be docked 10 points. For students who do not turn in all papers by 8/30/13 at 4:30 p.m., the grade of R (Retake) will be recorded for the course.

Please understand the logical consequences for late papers. A logical consequence is a basic Adlerian principle.

Extensions on papers are granted only for significant family emergencies or personal illness. Reasons such as, “Something came up”, or “I’ve been really busy”, or “Relatives came unexpectedly”, or “My computer crashed”, etc. are unacceptable. Plan carefully and your papers will not be late.

9. Attendance Policy

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 either e-mail or phone.

10. Participation Disclaimer

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.

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 readily 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.

12. **Internet/On-Line Activity**

On-line components Adler Graduate School classes provide an opportunity for open and insightful dialogue. As in face-to-face discussions, there are differences in opinions concerning topics discussed. We view these differences as welcomed attribute of a good scholarly discussion. Respect for differences will also be viewed as a sign of scholarly debate.

Following are guidelines governing on-line discussions:

- Never post content that is known to be illegal. Never post potentially harassing, threatening, or embarrassing statements, as well as statements that that might be potentially offensive and seen as disrespectful in any way.

- Faculty members monitor discussion and intervene when requested or as deemed necessary.

- On-line communication presents a significant level of ambiguity, as verbal content of communication is not well supported by its non-verbal (including contextual) components. If a student feels threatened or offended by a statement made by another student during on-line portion of a class, please address the issue immediately with the other student(s) to clarify their position and your reaction. If this does not work, contact your class instructor so actions can be taken if necessary.

- During on-line discussion, follow the same rules concerning protection of confidential information, as you would follow in face-to-face discussion.

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, he or she should 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 the student. 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**

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