
THE GEORGE WASHINGTON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
AND HUMAN DEVELOPMENT

GRADUATE COURSE

CNSL 289 CAREER DEVELOPMENT AND THE CONTEMPORARY WORKFORCE

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CNSL 289 Career Development and the Contemporary Workforce

The George Washington University

PURPOSE

Through case studies, simulations, and group work, this course will examine the demographics and challenges of the workforce in the United States. We will explore the knowledge, skills and competencies necessary to respond to current trends and projected changes in the global workforce.

Course Objectives

- To understand the impact of a changing global economy on the career development patterns of individuals and groups.
- To define the current workforce and understand the varying age groups (Generation X, Millennials, middle-aged workers, older workers, etc.
- To recognize the importance of work in people's lives and the impact work has on identity.
- To compare and contrast the American occupational structure with other work cultures around the globe.
- To analyze the unique needs of a diverse workforce and recommend strategies, recourses, and programs to aid in continued professional development.
- To apply appropriate counseling theories and techniques to specific workforce populations.
- To recognize the need for career development interventions throughout the lifespan.
- To become familiar with current research in career development; including specific labor market information, education trends, and workplace issues.

Required Materials

Herr, E., Cramer, S., & Niles, S. (2004). 6th Ed. *Career guidance and counseling through the lifespan*. Pearson Education.

Harris-Bowlsbey, J., Suddarth, B., & Reile, D. (2005). 2nd Ed. *Global career development facilitator student manual*. NCDA.

Additional materials will be available online or from the instructor.

Method of Instruction

Instructional methods will include lectures, demonstrations, case studies, didactic participation, media and literature reviews, and experiential activities. Students will read the assigned text/course materials prior to the class meeting. Informed participation is expected.

Assignments

All assignments are expected to be written in 12 point font, double-spaced, and in APA format. Assignments should be submitted on-time.

Class Attendance

Students are expected to attend every class, on time, and participate actively. If students must miss a class or be late, the student is asked to notify the professor prior to the class meeting. If students miss a class, they must make arrangements to meet with the professor not more than one week after the missed class to determine how the time will be made up. Late assignments will be accepted but will reduce the total possible points a student may earn. More than one unexcused absence makes the student ineligible for an A or A-.

Readings

Students are expected to complete all assigned readings including textbook chapters, additional articles, etc. prior to the date that they will be discussed. Students are asked to come to each class prepared to actively participate in class discussions.

Accommodations for Students with Disabilities

A student with a disability who needs accommodation should arrange a meeting with the professor and present his or her Accommodation Letter. Students with disabilities may be eligible for services through the GW Disability Support Services (Marvin Center, Suite 201C; 994-8250) web site <http://gwired.gwu.edu/dss/>.

Academic Integrity

All work is to be completed by the student in accordance with the George Washington Code of Academic Integrity. www.gwu.edu/~integrity/code.html.

Grade Points:

Workforce Population Analysis	30
Career Development EKG and Genogram Participation	10
Employer Interview and Research	30
Critical Issue Research and Group Presentation	20

Grading Scale:

96 - 100	A
91 - 95	A-
86 - 90	B+
81 - 85	B
Below 76	C or F

Total Possible Points: 100

COURSE ASSIGNMENTS

Workforce Population Analysis

30 points

Identify a segment (population) of the workforce for further research and review. For example, you might focus on displaced workers, working mothers, retired workers, etc. Find a minimum of two people who “fit” this population and conduct an interview. You will need to develop a set of questions that answer question you have about the population. In addition, you will want to ensure that you find the answers to the following questions:

- What is his/her work history? Can you make any observations based on the answers?
- What are his/her attitudes and beliefs about work and career development?
- What unique characteristics does he/she bring the workforce and are these characteristics “shared” with the broader segment.
- What barriers do those in this population face and how have they impacted their work.
- What is the importance of work in his/her life? Do they have a balance? Is their experience generalized to the broader population?
- What motivates them most in life and work and how have these motivators impacted their career paths?

Once your interviews are complete, you will need to conduct research to better understand the needs of your population, the current services offered to your population, and the impact of this population on the overall workforce. Your final paper should be written from an expert’s perspective and will draw from your interviews and research in order to provide recommendations to the reader for career development interventions and the impact of this population on the broader workforce. Approach this assignment as if you were being asked to make recommendations to a senior government official about this segment of the workforce. If you believe that current programs are inadequate, say so. If you find certain programs to be particularly beneficial, you might recommend additional funding, etc.

Due: Class 10

Career Development EKG and Genogram

10 points

Expanding on your career autobiography from CNSL 255, you will take a critical look at some of the career decisions you have made and determine how these decisions, along with family influence, have lead you to your current job. Specific directions and grading criteria will be shared in class.

Due: Class 2.

Class Participation

10 points

Students are expected to actively participate in class by engaging in conversation, cooperative group activities, and by exhibiting professional and ethical behavior. In order to participate, you must be present, therefore, class attendance is extremely important.

Due: On-going throughout the semester

Employer Interview and Research*

30 points

As a career development professional, it is important that you have a clear understanding of the factors that employers consider when determining (a) whether to hire an applicant and (b) what skills, abilities, and experience are a good fit for specific positions.

Your task is to learn as much as you can about a specific occupation. You will identify an occupation that you know little about and then find at least one employer that you can visit that employs people in the occupation you have chosen. Your search for an occupation will likely revolve around the following segments of the workforce: unskilled, semi-skilled, skilled, semi-professional, or professional.

When contacting an employer to set up the interview, it is important to be specific about what you wish to observe. You will need to develop questions ahead of time to guide your visit and present them to the instructor at least one-week before your scheduled visit.

When visiting the employer you should concentrate on the following: (a) observing the entire establishment, (b) observing the occupation/job that you have chosen, (c) interview the hiring manager to discuss the hiring process for the position. You will want to ensure that you learn the following about the position (a) duties and responsibilities, (b) education or training requirements (c) skills and personal qualifications (d) rewards of the position (e) benefits and negative factors of the position (f) hiring criteria for the position (g) and specific activities that the employer uses to retain employees (i.e. continued professional development, performance bonuses, etc.

Once the interview is complete, you will need to write a descriptive report comparing the information you obtained from your interview and labor market information you find using the Occupational Outlook Handbook or other career guides. Specific requirements for the report along with a grading rubric will be provided early in the course.

Due: Class 12

Critical Issue Research and Group Presentation

20 points

Using labor market information, jobs reports, media reports, empirical studies, or other sources of information, choose an issue that you believe is critical to the field of career counseling and development in today's global economy. Present your findings in an interactive group presentation. We will form our work groups during the second class session. Project expectations and a grading rubric will also be shared at that time.

Due: To Be Scheduled Throughout the Semester

*Assignment adapted from Elizabeth Watson, PhD, University of Wisconsin – Madison, Summer 2006.

Course Topics and Class Schedule

Date	Topic	Assignment, Class Preparation
Class 1	Course Overview, Defining the Contemporary Workforce	Review syllabus
Class 2	Work: Meaning, Access, and Adjustment <i>Due: EKG and Genogram</i>	Herr et al, Chapter 2
Class 3	American Occupational Culture	Herr et al, Chapter 3 Articles
Class 4	Perspectives on Career Development Practice – Challenges and Changes	Herr et al, Chapter 1 Articles
Class 5	Career Behavior and Choice and the Development of Skills	Herr et al, Chapter 4 <i>Student Manual</i> , Chapter 8
Class 6	Planning for Career Interventions	Herr et al, Chapter 6
Class 7	Career Development and Diverse Populations	Herr et al, Chapter 5 <i>Student Manual</i> , Chapter 9
Class 8	Building a Foundation for Career Development in K-12 Schools	Herr et al, Chapter 7, 8, 9
Class 9	NO CLASS – Compensation for Employer Interviews	
Class 10	Foundations of Paid Work: Career Development in High Schools <i>Group Presentation</i>	Herr et al, Chapter 9
Class 11	Career Development in the Workplace <i>Group Presentation</i>	Herr et al, Chapter 11
Class 12	Special Population Considerations <i>Group Presentation</i>	Herr et al, Chapter 12
Class 13	Special Population Consideration, con't <i>Group Presentation</i>	Herr et al, Chapter 12
Class 14	Looking Forward: Research and Social Issues	Herr et al, Chapter 16

NOTE: The instructor reserves the right to alter the syllabus, as appropriate to the schedules of presenters, and availability of materials and resources. It is the student's responsibility to be on time to every class in order to receive updated instructions.