

Psychology 352V Positive Careers and Coaching
Spring 2016
Claremont Graduate University

Time & Location: Friday, 1 – 350pm, Burkle 22

Professor: Jeffrey Yip, Ph.D.

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Office Hours: Thursday 10am to 1pm @ 1229 N Dartmouth Avenue

Please use this link to schedule: <https://calendly.com/jeffyip>

Course Description:

This course is about organizational careers, coaching, and evidence-based strategies to effectively adapt to changing work environments. The course will progress through three central issues in organizational careers: (a) identity and identity development, (b) change and adaptation in changing career environments, and (c) developmental relationships and coaching. In particular, we will examine the application of positive psychology and a strengths-based perspective to careers and coaching.

The course will cover foundational perspectives, practical assessments, and approaches to strength-based career development and coaching. Each week we will read and discuss three to four articles. The articles have been carefully selected to present both evidence-based and practical insights on the week's topic. Members of the class will be assigned to discuss these articles.

Course Objectives:

1. Learn foundational knowledge on career management and coaching
2. Develop self-awareness through participation in career assessments and coaching
3. Learn and practice peer and group coaching in a safe environment
4. Develop a personal theory of career success, informed by perspectives from the course
5. Develop skills in designing a career intervention or research project

Course Requirements and Grades

Summary of Assignments and Due Dates

	Assignment	Due Date	Grade
1	Class Participation	-	15%
2	Discussion Leader	By assignment	15%
3	Reflection Journal	Weekly (from weeks 2 to 8)	15%
4	Theory of Career Success	March 25	15%
5	Paper Presentation (in progress)	March 25	---
6	Final Paper Presentation	April 19	10%
7	Final Paper	April 26	30%
		Total	100%

CLASS PARTICIPATION (15%)

Class participation requires that you are prepared for class, having read and thought about the week's readings in advance, and are prepared to discuss insights and applications from the material. Your class participation grade will be based on both the quality and quantity of your contribution to the class discussion.

DISCUSSION LEADER (15%)

You will be assigned to serve as discussion leader for 3-4 papers during class this semester. As a discussion leader, your responsibility would be to:

- Share key findings/contributions from the reading
- Make links between readings and practical career/organizational examples
- Offer thoughtful questions to stimulate good discussion,

REFLECTION JOURNAL (15%)

Reflection is an important process in career development. Beginning from week 2 (transitions) and ending in week 8 (relationships) **you will write a 1-2 page weekly reflection paper, emailed to members of your learning group, the day before class.**

Your reflection paper will be based on the week's readings, what you've learned, and actions that might want to follow up on from the reading. For some weeks I will suggest a developmental activity to try out and include in your reflection paper. These Reflection Papers will serve as a method of capturing your own learning and as the basis for small group discussions in class each week.

These reflection papers will be compiled into a personal reflection journal for the course. You will turn in your reflection journal together with your career success paper on March 25. (If there is any information that you would prefer to keep private, please feel free to delete that material when you turn in your journal).

PERSONAL THEORY OF CAREER SUCCESS (15%)

This paper would have two parts. 1) Begin with a 1-2 page summary of what you learned about yourself from the course and your self-assessments. Identify your major themes, with a focus on what you do well and strengths that you can build on and develop further; 2) Write an aspirational and personal theory of career success – this would describe (a) what career success means to you, (b) how you plan to achieve it, and (c) the role of personal strengths and relationships in your theory of success.

In your paper, you should integrate concepts from the course readings. Focus on readings that have been particularly meaningful and insightful for you. Your paper should be 5-7 pages (APA style, double spaced, 12 pt), with and you should include summaries of the assessment data that you reference in appendices, along with references to readings that you cite.

PAPER PRESENTATION (10%)

You will present a presentation of your final paper. Your presentation will be graded on (1) the clarity of your arguments, (2) the connection of your presentation to the literature, (3) the contribution of your ideas to careers and coaching.

FINAL PAPER (30%)

You will write a 10 to 12 page (not including references) final paper on a career topic of interest to you. It will be turned in at the end of the semester. The paper should be in APA style, with 12 point font, and double spaced. I encourage you to use this assignment to further your interests in the area of careers and/or coaching.

Here are three options that you can choose from:

Option 1: Research Proposal - Prepare a proposal for an empirical research study to test significant hypotheses or to investigate important issues or questions about careers.

Option 2: Review Paper - Prepare a review paper on a career topic of interest. Your paper should make a contribution to our understanding of careers, by providing reviews, syntheses, and a model to inform future research or career interventions in the workplace.

Option 3: Career development tool - Develop a career development tool (an assessment or a coaching framework) that can be used for coaching or self-development.

GRADING

Your grade will be calculated using the following scale. Grades will include plus or minuses, to reflect gradations in between.

<i>Letter Grade</i>	<i>Grade Point</i>	<i>Description</i>	<i>Learning Outcome</i>
<i>A</i>	<i>4.0</i>	<i>Complete mastery of course material and additional insight beyond course material</i>	<i>Insightful</i>
<i>B</i>	<i>3.0</i>	<i>Complete mastery of course material</i>	<i>Proficient</i>
<i>C</i>	<i>2.0</i>	<i>Gaps in mastery of course material; not at level expected by the program</i>	<i>Developing</i>
<i>U</i>	<i>0</i>	<i>Unsatisfactory</i>	<i>Ineffective</i>

Schedule in Brief

	Date
1. Careers and Meaningful Work	Friday, Jan 22
CAREER IDENTITY AND POSSIBLE SELVES	
2. Possible Selves and Career Success	Friday, Jan 29
3. Strengths and Engagement	Friday, Feb 5
4. Identity and Callings	Friday, Feb 12
CAREER ENVIRONMENTS AND ADAPTABILITY	
5. Adaptability and Work-Life Integration	Friday, Feb 19
6. Career Anchors and Culture	Friday, Feb 26
7. Transitions	Friday, March 4
8. Relationships	Friday, March 11

SPRING BREAK	
PAPER PRESENTATIONS	Friday, March 25
9. How Coaching Works	Friday, April 1
10. Strength-Based Coaching	Friday, April 8
11. Assessing Strengths	Friday, April 15
12. Developing Strengths	Friday, April 22
PRESENTATIONS	Friday, April 29
13. Evaluating Career Success	Friday, May 6

DETAILED SCHEDULE WITH READINGS

All the course readings will be available on the PSYCH 350KK Canvas site.

1. CAREERS AND MEANINGFUL WORK

Hall, D. T. (2004). The protean career: A quarter-century journey. *Journal of vocational behavior*, 65(1), 1-13.

Hall, D. T., & Chandler, D. E. (2005). Psychological success: When the career is a calling. *Journal of Organizational Behavior*, 26(2), 155-176.

Ibarra, H. (2002). How to stay stuck in the wrong career. *Harvard Business Review*, 80(12), 40-48.

Brooks, D. (2015, April 11) The Moral Bucket List. *The New York Times*.

2. POSSIBLE SELVES AND CAREER SUCCESS

Markus, H., & Nurius, P. (1986). Possible selves. *American psychologist*, 41(9), 954. (Tallia)

Strauss, K., Griffin, M. A., & Parker, S. K. (2012). Future work selves: how salient hoped-for identities motivate proactive career behaviors. *Journal of Applied Psychology*, 97(3), 580. (Jason)

Heslin, P. A. (2005). Conceptualizing and evaluating career success. *Journal of Organizational behavior*, 26(2), 113-136. (Cayce)

Adler, N. (January 13, 2016) Want to be an outstanding leader? Keep a journal. *Harvard Business Review*.

3. STRENGTHS AND ENGAGEMENT

Harzer, C., & Ruch, W. (2012). When the job is a calling: The role of applying one's signature strengths at work. *The Journal of Positive Psychology*, 7(5), 362-371.

van Woerkom, M., & Meyers, M. C. (2015). My Strengths Count!. *Human Resource Management*, 54(1), 81-103.

Cable, D. M., Gino, F., & Staats, B. R. (2013). Breaking them in or eliciting their best? Reframing socialization around newcomers' authentic self-expression. *Administrative Science Quarterly*, 58(1), 1-36.

4. IDENTITY AND CALLING

Wrzesniewski, A., McCauley, C., Rozin, P., & Schwartz, B. (1997). Jobs, careers, and callings: People's relations to their work. *Journal of research in personality*, 31(1), 21-33.

Allen, T.D., French, K.A., Poteet, M.L. (In press) Women and Career Advancement: Issues and Opportunities. *Organizational Dynamics*.

Dik, B. J., & Duffy, R. D. (2015). Strategies for discerning and living a calling. In P. Hartung, M. Savickas, & B. Walsh (Eds.), *APA Handbook of Career Intervention*. Washington, D.C.: APA.

Jachimowicz, J. & McNerney (2015, November 6) The problem with following your passion. *The Washington Post*.

5. ADAPTABILITY AND WORK-LIFE INTEGRATION

Seibert, S.E., Kraimer, M.L., Heslin, P.A (In press) Developing Career Resilience and Adaptability. *Organizational Dynamics*.

Koen, J., Klehe, U. C., & Van Vianen, A. E. (2012). Training career adaptability to facilitate a successful school-to-work transition. *Journal of Vocational Behavior*, 81(3), 395-408.

Kossek, E.E. (In press) Managing Work-Life Boundaries in the Digital Age. *Organizational Dynamics*

Horowitz, S. (2011, September 1). The Freelance Surge is the Industrial Revolution of our time. *The Atlantic*

6. CAREER ANCHORS AND CULTURE

Heslin, P. & Turban, D.B. (In press). Enabling Career Success. *Organizational Dynamics*.

Schein, E. H., and Van Maanen, J. (2013) *Career Anchors*, 4th Edition. San Francisco: Wiley.

Chapman J. (2015) Fostering career management using career anchor theory. *APA handbook of career intervention*, Volume 2: Applications. Washington, DC, US: American Psychological Association; 2015:507-520.

Hall, D.T. & Yip, J. (In press). Discerning Career Cultures at Work. *Organizational Dynamics*.

7. TRANSITIONS

Ibarra, H. (1999). Provisional selves: Experimenting with image and identity in professional adaptation. *Administrative Science Quarterly*, 44(4), 764-791.

Plimmer, G., & Schmidt, A. (2007). Possible selves and career transition: It's who you want to be, not what you want to do. *New Directions for Adult and Continuing Education*, 2007(114), 61-74.

de Vries, M. F. R. K. (2005). The dangers of feeling like a fake. *Harvard business review*, 83(9), 108.

Laursen, L. (2008, February 15). No, You're Not an Impostor. *Science Careers*. Retrieved from <http://www.sciencemag.org>

8. RELATIONSHIPS

Ragins, B.R. (In press) From the ordinary to the extraordinary: High-quality mentoring relationships at work. *Organizational Dynamics*

Li, J., & Julian, M. M. (2012). Developmental relationships as the active ingredient: A unifying working hypothesis of "what works" across intervention settings. *American journal of orthopsychiatry*, 82(2), 157.

Yip, J., & Kram, K. E. (2015). Developmental Networks: Enhancing the Science and Practice of Mentoring.

Shen, Y., Cotton, R. D., & Kram, K. E. (2015). Assembling Your Personal Board of Advisors. *MIT Sloan Management Review*, 56(3), 81.

9. HOW COACHING WORKS

Feldman, Daniel C. "Career coaching: What HR professionals and managers need to know." *People and Strategy* 24.2 (2001): 26.

Howard, A. R. (2015). Coaching to vision versus coaching to improvement needs: a preliminary investigation on the differential impacts of fostering positive and negative emotion during real time executive coaching sessions. *Frontiers in psychology*, 6.

Kauffman, C. (2006). Positive psychology: The science at the heart of coaching. *Evidence based coaching handbook: Putting best practices to work for your clients*, 219-253.

10. STRENGTH-BASED COACHING

Linley, P. A., & Harrington, S. (2006). Strengths coaching: A potential-guided approach to coaching psychology. *International Coaching Psychology Review*, 1(1), 37-46.

Littman-Ovadia, H., Lazar-Butbul, V., & Benjamin, B. A. (2014). Strengths-Based Career Counseling Overview and Initial Evaluation. *Journal of Career Assessment*, 22(3), 403-419.

Roberts, L. M., Spreitzer, G., Dutton, J., Quinn, R., Heaphy, E., & Barker, B. (2005). How to play to your strengths. *Harvard Business Review*, 83(1), 74-80.

11. ASSESSING STRENGTHS

De Jong, P., & Miller, S. D. (1995). How to interview for client strengths. *Social work*, 729-736.

Lopez, S.J., Snyder, C.R., & Rasmussen, H.N. (2003). Striking a vital balance: Developing a complementary focus on human weakness and strength through positive psychological assessment. In S.J. Lopez & C.R. Snyder (Eds.), *Positive psychological assessment: A handbook of models and measures* (pp. 3–20). Washington, DC: American Psychological Association

Roberts, L. M., Dutton, J. E., Spreitzer, G. M., Heaphy, E. D., & Quinn, R. E. (2005). Composing the reflected best-self portrait: Building pathways for becoming extraordinary in work organizations. *Academy of Management Review*, 30(4), 712-736.

12. DEVELOPING STRENGTHS

Meyers, M. C., van Woerkom, M., de Reuver, R. S., Bakk, Z., & Oberski, D. L. (2015). Enhancing psychological capital and personal growth initiative: Working on strengths or deficiencies. *Journal of counseling psychology*, 62(1), 50.

Govindji, R., & Linley, P. A. (2007). Strengths use, self-concordance and well-being: Implications for strengths coaching and coaching psychologists. *International Coaching Psychology Review*, 2(2), 143-153.

13. FINAL PRESENTATIONS

14. EVALUATING CAREER SUCCESS

Shepard, H. A. (1984). On the realization of human potential: A path with a heart. *Working with careers*, 25-46.

Parker, S. & Liao, J. (in press). Wise Proactivity: How to be proactive and wise in building your career. *Organizational Dynamics*.

Additional References:

The following are books that can be helpful additional reference for you. You are **not required** to purchase them:

Hartung, P. J., Savickas, M. L., & Walsh, W. (2015). *APA handbook of career intervention, Volume 1: Foundations*. American Psychological Association.

Hartung, P. J., Savickas, M. L., & Walsh, W. (2015). *APA handbook of career intervention, Volume 2: Applications*. American Psychological Association.

Walsh, W. B., Savickas, M. L., & Hartung, P. (Eds.). (2005). *Handbook of vocational psychology*. Routledge.

Hall, D. T. (2001). *Careers In and Out of Organizations*. SAGE Publications.

Murphy, W., & Kram, K. (2014). *Strategic Relationships at Work: Creating Your Circle of Mentors, Sponsors, and Peers for Success in Business and Life*. McGraw Hill Professional.

Peterson, C., & Seligman, M.E.P. (2004). Values in action (VIA) classification of strengths. New York: Oxford University Press.

Instructor Bio:

Dr. Jeffrey Yip is an Assistant Professor in the School of Behavioral and Organizational Sciences at Claremont Graduate University. He is also a visiting researcher at the Center for Creative Leadership. Jeffrey's research is in the areas of leadership, work relationships, and positive organizational psychology. Prior to academia, Jeffrey worked in research and consulting roles for public and private organizations. He is the co-founder of the Halogen Foundation in Singapore and has served previously in military service as a section commander. A Fulbright scholar, Jeffrey received his Ph.D. in Organizational Behavior from Boston University and a Masters in Human Development and Psychology from Harvard University.

Web Resources

Academy of Management Careers Division <http://www.cardiv.org/>

APA Division 17 Positive Psychology <http://www.div17pospsych.com/>

APA Division 17 Vocational Psychology <http://www.div17.org/vocpsych/>

VIA Character Strengths <https://www.viacharacter.org/>

GALLUP Strengths Coaches Playbook <http://coaching.gallup.com/>

International Coaching Federation <http://www.coachfederation.org/>

The Institute of Coaching <http://www.instituteofcoaching.org/>

CGU Resources and Policies

SPECIAL NEEDS

If you have a disability (physical, learning, or psychological) that may make it difficult for you to carry out the course work as outline and/or requires accommodations such as recruiting note takers, readers, or extended time on exams or assignments, please contact me during the first week of class so we can discuss reasonable accommodations.

SEXUAL HARASSMENT

“CGU is committed to creating and maintaining a community in which class members, faculty, administration, and staff can work together in an atmosphere free from sexual harassment, while respecting our individual roles.” Immediately bring matters of sexual harassment to the attention of the professor, dean, or other university authority.

ACADEMIC INTEGRITY

The work you do in this course must be your own. Feel free to build on, react to, criticize, and analyze the ideas of others but, when you do, make it known whose ideas you are working with.

You must explicitly acknowledge when your work builds on someone else's ideas, including ideas of classmates, professors, and authors you read. If you ever have questions about drawing the line between others' work and your own, ask the course professor who will give you guidance. Exams must be completed independently. Any collaboration on answers to exams, unless expressly permitted, may result in an automatic failing grade and possible expulsion from the Program.

MENTAL HEALTH RESOURCES

Graduate school is a context where mental health struggles can be exacerbated. If you ever find yourself struggling, please do not hesitate to ask for help. If you wish to seek out campus resources, here is some basic information about Monsour (<http://www.cuc.claremont.edu/monsour/>):

“Monsour Counseling and Psychological Services (MCAPS) is committed to promoting psychological wellness for all students served by the Claremont University Consortium. Our well-trained team of psychologists, psychiatrists, and post-doctoral and intern therapists offer support for a range of psychological issues in a confidential and safe environment.”

Phone 909-621-8202

Fax 909-621-8482

After hours emergency 909-607-2000

Address : Tranquada Student Services Center, 1st floor

757 College Way

Claremont, CA 91711