

ORGANIZATIONAL CAREERS

Spring 2004

Monday 1:00-3:50

PCD 2125

Instructor: Tammy D. Allen, Ph.D.
Office: PCD 4122
Phone: 974-0484 (Office)
974-2492 (Psychology Department)
Electronic Mail: tallen@luna.cas.usf.edu
Office Hours: Wednesday 10:45-12:00 or by appointment

OVERVIEW

This graduate seminar is designed to provide you with an opportunity to learn the theoretical and practical significance of careers for the discipline of I/O psychology. You will be encouraged to master a thorough conceptual understanding of the content domain of careers including extant and needed research, problems, and current trends. You will also be encouraged to develop an integrative perspective of how careers interrelate with other areas of I/O psychology. The use of readings and outside assignments throughout the semester should assist in the endeavor to appreciate the issues facing researchers and practitioners.

This course is offered as part of a minor in Occupational Health Psychology. If you are pursuing this minor, please discuss with me.

REQUIREMENTS

Class Participation and Attendance

Class meetings are designed with the primary purpose of offering you an opportunity to discuss issues and make inquiries into the assigned topic. For each class, you are expected to be thoroughly familiar with the reading assignments and to be actively involved in class discussions. Everyone are expected to contribute insightful, integrative comments and thoughtful questions, while respecting the rights of other class members as participants. Relevant theoretical and applied issues should be raised by each of you. Feedback regarding participation is available upon request.

Class attendance is mandatory. Each of you is required to contribute to the learning of your colleagues. It is difficult to do this without being in class. In the event of an absence you are required to write a two-page (double-spaced) paper summarizing the content of the week's material. If it is a planned absence, the paper is due to me the day of class. If it is an unplanned

absence, the paper is due by the following class period. Habitual tardiness and/or missed sessions may result in a grade reduction.

Reading Assignments

Reading assignments are given to facilitate a basic foundation for the material and to stimulate further inquiry and investigation. As such, you are expected to read all assigned material, and to read additional material relevant to the topics. Everyone should be prepared to discuss the reading materials in class, particularly the underlying issues/themes addressed by the material, and the utility of the content for I/O researchers and practitioners. This is an active, participative class - please plan accordingly.

Learning Assignments

This course is intended to be a rigorous academic experience. You are expected to master substantive scholarship on careers, as well as to hone your skills of critical thinking and oral and written expression. The following exercises are designed to both develop and assess your understanding of the concepts and issues examined throughout the course and to illustrate that understanding through reference to the assigned readings and class activities.

1. *Getting started.* In 1-2 double-spaced pages, describe and offer your own definition of a career. Note a few reasons why you think the study of careers should be important for I/O psychologists. Be prepared to discuss your responses in class to these questions 1/12. Individual papers will not be assigned a grade, but adequate completion of the assignment will be considered as a component of your class participation grade.
2. *Article presentation.* Each of you will be responsible for identifying an additional article from outside the reading list and making a brief (10 minutes) summary oral presentation to the class. Each of you should “sign-up” for one week. You should be prepared to discuss how the article chosen complements those provided on the reading list. A written summary/outline of the article should be provided to each class member.
3. *Review.* In order to facilitate critical thinking concerning theoretical and methodological issues, you will write a 2-3 page single-spaced “review” of a research article in the area of careers. This exercise should be approached as if the article had been submitted for publication and you have been asked to serve as a journal reviewer. I will provide the article to be reviewed and sample reviews. The due date for this assignment will be announced in class.
4. *Hot topic discussion.* You will be responsible for discussing an item from a popular press article, news story, or other “real-life” example of a hot topic that is careers related. This is not a formal presentation, but an opportunity to lead a brief discussion of applied interest. The structure is such that you should spend a few minutes talking about the issue and then pose questions for discussion. **Discussion should be oriented toward how we can use what we know from extant career theory and research, as well as I/O psychology in**

general, to address the issue. You can pursue your hot topic during any class period with 1-day advance notice provided to me.

5. *Research proposal.* The research proposal should propose a study concerned with some aspect of careers in organizations. The proposal may be primarily theoretical or practical in nature. A succinct literature review, a fully developed method section, and plans for analyzing the data should be included. The proposal should be typed, double-spaced, with APA style citations and references. Each of you will briefly present your proposal to the class during the last session. You have the option of working in teams of two for this assignment.

The proposal will be evaluated on the quality of the literature review, the justification for and importance of the study, and the quality of the design and methods. The proposal is due by noon on 4/28 (hard copy in my mailbox).

All of you are expected to work independently when preparing the first 4 assignments. Late papers will not be accepted.

WRITTEN WORK WILL BE GRADED BASED ON THE FOLLOWING CRITERIA:

- Conceptual insights and understanding
- Specificity and sufficient depth
- Answering all parts of each question if applicable
- Using relevant references and rationale to substantiate points
- Integrative ability
- Clarity of response
- Defining terms, concepts

Grades

Please remember that course grades are earned and not given. Your grade in the course will be based on the following:

Assignment 2 & Class Preparation/Participation	20%
Assignment 3	20%
Assignment 4	15%
Assignment 5	45%

Schedule of Events

Meeting	Date	Topic
1	1/5	Introduction
2	1/12	Overview & Historical Perspective on the Study of Careers
3	1/19	NO CLASS – MLK JR DAY
4	1/26	The Career Management Model
5	2/2	Career Stages and Life Stages
6	2/9	Theories of Vocational Choice
7	2/16	Socialization/Orientation
8	2/23	Mentoring
9	3/1	Dual-Career Couples
	3/8	SPRING BREAK
10	3/15	Work & Family Part 1
11	3/22	Work & Family Part 2
12	3/29	Career Success/Advancement Issues
13	4/5	Older Worker Issues
14	4/12	Organizational Career Development Systems
15	4/19	Wrap-up/Proposal Presentations
16	Noon 4/28	Final Paper Due

READING ASSIGNMENTS

WEEK 2: Overview & Historical and Current Perspectives

-Feldman, D. C. (2002). Stability in the midst of change: A developmental perspective on the study of careers. In D. C. Feldman (Ed), *Work careers: A developmental perspective* (pp. 3-26). San Francisco, CA: Jossey-Bass.

Greenhaus, J. (2003). Career dynamics. In Borman, W., C., Ilgen, D. R., & Klimoski, R. J. (Eds.), *Handbook of Psychology: Industrial and Organizational Psychology*, Vol. 12, (pp. 519-540). New York: Wiley.

Hall, D. T. (1996). The new protean career: Psychological success and the path with a heart. In D. T. Hall (Ed). *The career is dead - long live the career* (pp. 15-45). San Francisco: Jossey-Bass.

Sullivan, S. E. (1999). The changing nature of careers: A review and research agenda. *Journal of Management*, 25, 457-484.

WEEK 3: The Career Management Model

Chapter 2 Greenhaus et al. (2000). *Career management*.

Baruch, Y., & Peiperl, M. (2000). Career management practices: An empirical survey and implications. , 347-366.

King, Z. (in press). Career self-management: Its nature, causes and consequences. *Journal of Vocational Behavior*.

Kossek, E. E., Roberts, K., Fisher, S., DeMarr, B. (1998). Career self-management: A quasi-experimental assessment of the effects of a training intervention. *Personnel Psychology*, 51, 935-962.

WEEK 4: Career Stages and Life Stages

Chapter 5 Greenhaus et al.

Levinson, D. J. (1986). A conception of adult development. *American Psychologist*, 41, 3-13.

Powell, G. N., & Mainiero, L. A. (1992). Cross-currents in the river of time: Conceptualizing the complexities of women's careers. *Journal of Management*, 18, 215-237.

Slater, C. L. (2003). Generativity versus stagnation: An elaboration of Erikson's adult life stage of human development. *Journal of Adult Development*, 10, 53-65.

WEEK 5: Theories of Vocational Choice

Chapter 6 Greenhaus et al.

Dawis, R. V., & Lofquist, L. H. (1993). Rejoinder: From TWA to PEC. *Journal of Vocational Behavior*, 43, 113-121.

-Feldman, D. C. (2002). When you come to a fork in the road, take it: Career indecision and vocational choices of teenagers and young adults. In D. C. Feldman (Ed), *Work careers: A developmental perspective* (pp. 93-125). San Francisco, CA: Jossey-Bass.

Muchinsky, P. M. (1997). Applications of Holland's theory in industrial and organizational settings. *Journal of Vocational Behavior*, 55, 127-135.

Murphy, K. R. (1993). Integrating research on work adjustment with research on job performance and behavior in organizations. *Journal of Vocational Behavior*, 43, 98-104.

Tinsley, H. E. A. (1993). Special issue on the theory of work adjustment. *Journal of Vocational Behavior*, 43, 1-4.

WEEK 6: Socialization/Orientation

Bauer, T. N., & Green, S. G. (1998). Testing the combined effects of newcomer information seeking and manager behavior on socialization. *Journal of Applied Psychology*, 83, 72-83.

Bauer, T. N., Morrison, E. W., & Callister, R. R. (1998). Organizational socialization: A review and directions for future research. In G. R. Ferris (Ed.), *Research in personnel and human resource management* (vol. 16). Greenwich, CT: JAI Press.

Chao, G. T., O'Leary-Kelly, A. M., Wolf, S., Klein, H. J., & Gardner, P. D. (1994). Organizational socialization: Its content and consequences. *Journal of Applied Psychology*, 79, 730-743.

-Kammeyer-Mueller, J. D., & Wanberg, C. R. (2003). Unwrapping the organizational entry process: Disentangling multiple antecedents and their pathways to adjustment. *Journal of Applied Psychology*, 88, 779-794.

WEEK 7: Mentoring

*Allen T. D., Eby, L. T., Poteet, M. L., Lentz, E., & Lima, L. (in press). Career benefits associated with mentoring for protégés: A meta-analytic review. *Journal of Applied Psychology*, 89.

Allen, T. D. & Eby, L. T. (2003). Relationship effectiveness for mentors: Factors associated with learning and quality. *Journal of Management*, 29, 469-486.

Allen, T. D., Poteet, M. L., & Burroughs, S. M. (1997). The mentor's perspective: A qualitative inquiry and future research agenda. *Journal of Vocational Behavior*, 50, 70-89.

Ragins, B. R., & Cotton, J. (1999). Mentor functions and outcomes: A comparison of men and women in formal and informal mentoring relationships. *Journal of Applied Psychology*, 84, 529-550.

-Wanberg, C. R., Welsh, E. T., & Hezlett, S. A. (2003). Mentoring research: A review and dynamic process model. In G. R. Ferris & J. J. Martocchio (Eds.) *Research in Personnel and Human Resources Management*, Vol. 22 (pp. 39-124). Greenwich, CT: Elsevier Science/Jai Press.

WEEK 8: Dual-Career Couples

Arrighi, B. A., & Maume, D. J. (2000). Workplace subordination and men's avoidance of housework. *Journal of Family Issues*, 21, 464-487. (print pdf)

Eby, L. T., Allen, T. D., & Douthitt, S. S. (1999). The effects of non-performance factors on relocation opportunities: A field study and laboratory experiment. *Organizational Behavior and Human Decision Processes*, 79, 29-55.

Friedman, S. D., & Greenhaus, J. H.. (2000). How family affects career success. In S. D. Friedman & J. H. Greenhaus (Eds). *Work and family--allied or enemies?: What happens when business professionals confront life choices*. Oxford.

Excerpts from the 2002 National Study of the Changing Workforce. Bond, J. T., Thompson, C., Galinsky, E., & Protas, D. Families and Work Institute.

WEEK 9: Work & Family Part 1

Allen, T. D., Herst, D. E. L., Bruck, C. S., & Sutton, M. (2000). Consequences associated with work-to-family conflict: A review and agenda for future research. *Journal of Occupational Health Psychology*, 5, 278-308.

-Barnett, R. C., & Hyde, J. S. (2001). Women, men, work, and family: An expansionist theory. *American Psychologist*, 56, 781-796.

Carlson, D. S., Kacmar, K. M., & Williams, L. J. (2000). Construction and initial validation of a multidimensional measure of work-family conflict. *Journal of Vocational Behavior*, 56, 249-276.

*Frone M. R. (2003). Work-family balance. In J. C. Quick & L. E. Tetrick (Eds). *Handbook of Occupational Health Psychology*. Washington, DC: American Psychological Association.

Greenhaus, J. H., & Powell, G. N (2003). When work and family collide: Deciding between competing role demands. *Organizational Behavior and Human Decision Processes*, 90, 291-303.

WEEK 10: Work & Family Part 2

Allen, T. D. (2001). Family-supportive work environments: The role of organizational perceptions. *Journal of Vocational Behavior*, 58, 414-435.

Fletcher, J. & Bailyn, L. (1996). Challenging the last boundary: Reconnecting work and family. In M. B. Arthur & D. M. Rousseau (Eds.) *The boundaryless career: A new employment principle for a new organizational era*, (pp. 256-267). New York: Oxford University Press.

Grover, S. L., & Crooker, K. J. (1995). Who appreciates family-responsive human resource policies: The impact of family-friendly policies on the organizational attachment of parents and non-parents. *Personnel Psychology*, 48, 271-288.

*Haas, L., Allard, K., Hwang, P. (2002). The impact of organizational culture on men's use of parental leave in Sweden. *Community, work and family*, 5, 319-342.

-Lobel, S. A. (1999). Impacts of diversity and work-life initiatives in organizations. In G. N. Powell (Ed.) *Handbook of gender in organizations* (pp. 453-474). Thousand Oaks, CA: Sage.

WEEK 11: Career Success/Advancement Issues

Eby, L. T., Butts, M., & Lockwood, A. (2003). Predictors of success in the era of the boundaryless career. *Journal of Organizational Behavior*, 24, 689-708.

Judge, T. A., Cable, D. M., Boudreau, J. W., & Bretz, R. D. (1995). An empirical examination of the predictors of executive career success. *Personnel Psychology*, 48, 485-519.

Ostroff, C., & Atwater, L. E. (2003). Does whom you work with matter: Effects of referent group gender and age composition on managers compensation. *Journal of Applied Psychology*, 88, 725-740.

Powell, G. N. (1999). Reflections on the glass ceiling: Recent trends and future prospects. In G. N. Powell (Ed.) *Handbook of gender in organizations* (pp. 325-345). Thousand Oaks, CA: Sage.

Seibert, S. E., & Kraimer, M. L. (2001). A social capital theory of career success. *Academy of Management Journal*, 44, 219-237.

WEEK 13: Older Worker Issues

Allen, T. D., Russell, J. E. A., Poteet, M. L., & Dobbins, G. H. (1999). Learning and development factors related to perceptions of job content and hierarchical plateauing. *Journal of Organizational Behavior*, 20, 1113-1137.

-Beehr, T. A., & Bowling, N. A. (2002). Career issues facing older workers. In D. C. Feldman (Ed), *Work careers: A developmental perspective* (pp. 214-241). San Francisco, CA: Jossey-Bass.

Beehr, T. A., Glazer, S., Nielson, N. L., & Farmer, S. J (2000). Work and nonwork predictors of employees' retirement ages. *Journal of Vocational Behavior*, 57. 206-225.

-Shore, L. M., Cleveland, J. N., & Goldberg, C. B. (2003). Work attitudes and decisions as a function of manager age and employee age. *Journal of Applied Psychology*, 88, 529-537.

WEEK 14: Organizational Career Development Systems

-Feldman, D. C. (2002). Advancing research on work careers: A developmental perspective on theory building and empirical research. In D. C. Feldman (Ed), *Work careers: A developmental perspective* (pp. 346-371). San Francisco, CA: Jossey-Bass.

Hall, D. T. (1996). Implications: The new role of the career practitioner. In D. T. Hall (Ed). *The career is dead - long live the career* (pp. 314-336). San Francisco: Jossey-Bass.

-London, M. (2002). Organizational assistance in career development. In D. C. Feldman (Ed), *Work careers: A developmental perspective* (pp. 323-345). San Francisco, CA: Jossey-Bass.

Excerpts from: Leibowitz, Z. B., Farren, C., & Kaye, B. L. (1991). *Designing career development systems*. San Francisco: Jossey-Bass.