

**CPSY 224: CAREER and LIFE PLANNING LAB**  
**Spring 2009**

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                          **773-508-2877**    **773-508-7011**

**Required Texts:**   Hettich, P. and Helkowski, C. (2005). *Connect College to Career: A Student's Guide to Work and Life Transitions*. Belmont, CA: Thomson.

                          Pink, D. and Ten Pas, R. (2008). *The Adventures of Johnny Bunko: The Last Career Guide You'll Ever Need*. NY: Riverhead Books.

**Suggested Text:**   Coelho, P. (1998). *The Alchemist*. San Francisco: HarperCollins.

### **Course Overview**

Perhaps the most elusive task of living is to find and follow our "call." How can we know with any certainty who we are called to be in this world or what we are called to do with our lives? The path to an authentic life is not always apparent; however, there are some clues and signs along the way that shed light on these mysteries.

Enter the process of career/life planning. This process brings us in direct contact with parts of ourselves that often go unspoken or undefined. It encourages us to combine self-knowledge with information about human development, the world of work, and the global community. Finally, it directs us to design and evaluate our professional goals within the context of our whole lives.

### **Course Objectives**

- Students will complete a personal assessment of their values, skills, personality traits, interests, life goals and life roles.
- Students will gain an understanding of their personal and professional journey in the context of young adult development theory.
- Students will enhance their knowledge of the world by learning effective methods to investigate occupations, industries and organizations.
- Students will explore the similarities and differences between life in college and life after college.
- Students will become familiar with tools integral to a successful job search, including: networking, resume writing, job search correspondence, and interviewing.
- Students will identify possible paths as they are guided through the process of integrating their knowledge of themselves with the information they have gathered about the larger world.

## CPSY 224 - Spring 2009

### Topics and Required Readings for Class Sessions

#### January 14

**Topics:** Introduction to course content and requirements.  
Discussion of the **meaning and role of transitions and of work** in a person's life

#### January 21

**Topics:** **Skills** exploration – scanning the skills spectrum  
Recognizing **multiple intelligences**

**Reading:** Hettich, P., Helkowski, C. (2005). *Connect College to Career: A Student's Guide to Work and Life Transitions* - Chapter 5

#### January 28

**Topics:** Understanding **young adult development** – taking it personally  
Discussion of the **impact of calling** on a person's choices

**Readings:** Hettich, P., Helkowski, C. (2005). *Connect College to Career: A Student's Guide to Work and Life Transitions*. Belmont, CA: Wadsworth. Chapters 3 and 4.

Palmer, Parker J. (2004). *A Hidden Wholeness: The Journey Toward an Undivided Life*. Jossey-Bass, Chapter 11

Jobs, Steve. Commencement address at Stanford University

#### February 4

**Topics:** **Values** – their role in individual career choice and in an organization  
**Motivation** – the passionate pursuit of work

**Readings:** Hettich, P., Helkowski, C. (2005). *Connect College to Career: A Student's Guide to Work and Life Transitions* - Chapter 6

#### February 11

**Topics:** **Interests** – and The Holland Hexagon; Interpretation of Strong Interest Inventory results

#### February 18

**Topics:** Influence of **life roles and relationships** on life/career satisfaction

**Readings:** Hettich, P., Helkowski, C. (2005). *Connect College to Career: A Student's Guide to Work and Life Transitions* - Chapter 7

Schwehn, Mark R., Bass, Dorothy C. (2006). *Leading Lives That Matter: What We Should Do and Who We Should Be*. pp. 245-248 & 263-272

**February 25**

**Topics:** **Personality Traits** – Interpretation of Myers-Briggs Type Indicator results

**Readings:** Briggs Myers, I. (1998). *Introduction to Type*. Mountain View, CA: CPP, Inc

**March 11**

**Topics:** Job search skills: **identifying opportunities through career research, networking and information interviewing, and on-line searches**

**Readings:** Hettich, P., Helkowski, C. (2005). *Connect College to Career: A Student's Guide to Work and Life Transitions* - Chapter 8

**March 18**

**Topics:** Job search skills - **resume-writing and job search correspondence**

**March 25**

**Topics:** Job search skills - **interviewing**

**April 1**

**Topics:** **“Life After Loyola”** – a discussion about living and working the first year out of school...

**Readings:** Hettich, P., Helkowski, C. (2005). *Connect College to Career: A Student's Guide to Work and Life Transitions* - Chapters 2 and 9

Pink, D. and Ten Pas, R. (2008). *The Adventures of Johnny Bunko: The Last Career Guide You'll Ever Need*. NY: Riverhead Books.

**April 8 & 15**

**Topics:** **Occupational presentations**

**April 22**

**Topics:** **Occupational presentations**    Wrap-up and evaluations.  
**Final Exam – Part 1 due**

**May 1**

**Take Home Final Exam - Part 2 must be submitted by 10 a.m. on Friday, May 1st.** Drop it off in the Career Center, Sullivan 295.

***NOTE: Other readings may be distributed during the semester.***

## CPSY 224 – Spring 2009 Assignments and Evaluation Procedures

### General Guidelines for Assignments:

- Reading Assignments: All handouts will be posted on Blackboard or distributed at least one week before the topic is scheduled for class discussion. All other reading assignments can be found in the required texts.
- Assignments must be submitted on or before the due date in order to qualify for full credit. **Points earned on assignments received after the due date will be reduced by 25%.**
- Academic Accommodations:
- *No assignments will be accepted after the last class meeting.*

<u>Assignment</u>	<u>Due Date</u>	<u>Maximum Points</u>
Self-Exploration Paper	3/25	110
Occupational Presentation <i>or</i> Videotaped Information Interviews	as assigned	100
Class Participation	Each Class	5 (Total=70)
Journal Entries	Each Class	5 (Total =70)
Final Exam – Part 1	4/22	50
Final Exam – Part 2	5/1 at 10 a.m.	100

**Total possible points = 500**

### Grading System

A	=	500 – 475
A-	=	474 – 450
B+	=	449 – 435
B	=	434 – 415
B-	=	414 – 400
C+	=	399 – 385
C	=	384 – 365
C-	=	364 – 350
D+	=	349 – 335
D	=	334 – 315
D-	=	314 – 300
F	=	below 300

## **CPSY 224 – Spring 2009**

### **Expectations for Self-Exploration Paper**

The self-exploration section of this course is designed to help you assess your personal characteristics and relate this information to career and life planning. This paper should be typed, double-spaced with one inch margins and include the following:

#### **Career Counseling Session – 10 points**

- ◆ You must meet with Leigh. Call the Career Center (773-508-7716) to schedule an appointment sometime between 2/19 and 3/24.

#### **Work Values & Motivation - 15 points**

- Drawing upon the values exercise completed in class, which of your values are non-negotiable? Why are they so important to you?
- How will you stay motivated in a job (make specific reference to the readings and class discussion)?
- What clues do your motivation and values provide about your calling?

#### **Personality Characteristics – 15 points**

- What aspects of your four letter Myers-Briggs type resonate with you?
- Give a detailed example of how each preference has or would impact your work performance and satisfaction.

#### **Skills - 15 points**

- Utilizing the Skills Scan exercise, what are the primary skills you plan to use in your work?
- Which of these skills need further development and how are you going to do that?
- Explain this skill set in light of successful intelligence theories covered in the text.

#### **Interests - 10 points**

- Using the information from your Strong Interest Inventory results, identify and define your Holland Code. Give three examples of occupations based on your code type. Discuss what is it about each of these occupations that interests you and how these occupations relate to your understanding of your Holland Code.
- Discuss the signs that your Holland Code provides relative to your calling.

#### **Influences – 15 points**

- How have your career dreams changed over time? Using your genogram, discuss your role in your family and how influenced your career interests (which careers are desirable, attainable, discouraged, out-of-reach, etc.?)
- Identify and fully explain the other factors that influence your career decision. Consider society, culture, gender, peer group, etc. as factors.

#### **Putting It All Together – 20 points**

- Analyze and synthesize your self-assessment information. Explain the relationship of all of the above factors to your career goals. Draw conclusions.
- What do you want to do next in pursuit of your goals? What are the barriers to your goal achievement and how do you need to address them?
- Using one of the developmental theories outlined in the text, discuss how these goals fit into the larger picture of your life - not only to the things you are called to do, but to the person you are called to be?

**Writing style, clarity, mechanics (10 points)**

## **CPSY 224 – Spring 2009**

### **Occupation Presentation**

Choose an occupation to explore. On the day of your presentation, you will role-play your occupation; that is, you will talk about your chosen occupation as if you are actually working in the field. You are encouraged to dress the role and bring props (tools that someone in that occupation uses, charts, pictures, etc.). The more creative, entertaining, and of course, informative, the better. Each presentation should be between five and seven minutes in length. Your presentation must include the following information:

- Description of the occupation – include a brief history and an overview. **(10 points)**
- A day in the life... include day to day tasks and hours per day/week that are expected or desirable for peak performance. **(10 points)**
- Salary Range and Career Ladder – what sequence of positions might you expect to hold and what are the salary ranges for each? What type of experience helps an individual break into the field? **(7 points)**
- General Employment Outlook (according to the Department of Labor) and Types of Organizations that utilize this career **(5 points)**
- Education required or recommended ...specific training, certification, licensing requirements **(5 points)**
- Personal skills, attributes, attitudes that individuals in the occupation find important/useful **(8 points)**
- Thinking about the changing world or work...What type of change has this occupation experienced in the last 5-10 years (downsizing, multiple roles, paradigm shifts). What changes are anticipated in the next 5-10 years? **(10 points)**
- Connect this occupation to a sense of calling (use your own point of view or that of the person with whom you conducted your information interview) **(5 points)**
- Creativity and presentation style: props, costumes, visual aids, etc. **(10 points)**
- **Research for the presentation :**
  - You will be expected to submit an annotated bibliography with a minimum of **four** (4) different sources of information. Only two (2) can be from the Internet (Wikipedia IS NOT acceptable). **(20 points)**
  - Information Interview – must be conducted with an individual whose career is the same as the occupation you have chosen to present. It is preferable that this interview be conducted in person; however, if that is not possible, you may conduct the interview by phone or e-mail. Your bibliography should include the name, title, place of employment and e-mail address of the person you interviewed. **(10 points)**

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### **Videotaped Information Interviews - An Alternative to the Occupational Presentation**

The opportunity with work in teams of two or three and videotape the professionals with whom you have arranged an information interview will be available to a **maximum of six students in this course**. Each student participating in this project will be required to secure one person for your team to interview. You will work in conjunction with Joe Earley, the Associate Director of EVOKE, and Cam Helkowski, the course instructor.

This provides a more creative, intensive, and potentially more rewarding experience than the occupational presentation. It also requires a larger commitment of time and effort. Students who choose to participate will be rewarded with a guarantee of full points (100) for the assignment and will have their work showcased on the Loyola University Chicago website (IGNation).

#### **Tasks and Deadlines**

- January 28 Interested students must submit the name of a person or an occupation.
- February 6 Each student must meet with Joe and Cam to discuss your plan. If your plan receives a green light, **YOU ARE COMMITTED**. You will be asked to sign a contract and will not be allowed to select the other assignment at a later date.
- February 27 Each student must have secured an interviewee and have a his/her commitment to a date and time to conduct the interview.
- March 20 Videotapes must be submitted to Joe.
- March 27 Each team must meet with Joe and Cam to de-brief their interview experiences.
- April 15 Team A will present video in class.
- April 22 Team B will present video in class.

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**Final Exam – Part 1**

*Write your resume and a sample cover letter.*

- Your resume must be **employer-ready**. Content, format, print quality and paper quality will all be considered in the evaluation.
- Your resume **must** include the following sections:
  - Heading
  - Objective
  - Education
  - ExperienceOther sections may be included if they are pertinent to your life
- Spelling, capitalization, grammar, punctuation and writing style are critical elements that will be evaluated.
- Consistency and visual appeal of format counts.
- The **cover letter** must also be **employer-ready**. Direct the letter toward a specific employer and position.



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## Journal Writing

Instructors will collect and grade journals periodically. Each response will be awarded a maximum of 5 points.

1/14

List at least 5 occupations you have considered over time. (They can be actual careers like firefighter or a fantasy career like superhero.) What encouraged you to adopt these careers? What was discouraging? How do they impact your current decisions?

1/21

What am I good at? What is my gift to others?

1/28

What do I like best about being human? What am I passionate about?

2/4

What was my most memorable break with tradition or taboo? What was I after?

2/11

What are the connections between work and call for me? What are the connections between leisure and call for me? What, if anything, is calling to me right now?

2/18

What are the types of environments in which I am most comfortable? What are the types of people around whom I am most comfortable?

2/25 (10 points)

What is my life's dream? Imagine the future....what images come to mind of the kind of life I would be living? Who, in my life right now, would support this dream? Who would discourage it?

3/11

If I knew I couldn't fail, what would I undertake in my life?

3/18

Real or fictional....from any point in time....choose two mentors. Who would they be and why?

3/25

I am standing at a crossroads. What do the two signs say? Which do I pick? Why?

4/1

If I say yes to my calling, what would I gain? What would I lose? What would others gain and lose?

4/8

What activities put me in "flow" (see chapter 9)?

4/13

The only goals that have power are the ones that you can get on a "to do" list. My "TO DO" list for moving toward my calling is:

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**FINAL – PART 2**

1. Read “The Life List,” an article printed in the **Chicago Tribune** on January 4, 2004.
2. Create a portfolio to house your own life list.
  - a. The first page should be your list, containing a minimum of ten items. The list should be divided into two sections – “Items Accomplished” and “Items Still Being Pursued.”
  - b. The subsequent pages are devoted to the items on the list – one page for each item. The item should be at the top of the page. Include a visual representation of the item and a paragraph or two explaining why this is important to you and how it fits with your sense of calling (who you want to be in the world).
3. Bring the portfolio to the Career Center, Sullivan 295, by 10 a.m. on Friday, May 1<sup>st</sup>.

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**\*\*\*Approval for Occupational Presentation Topic**

Name:

Date Submitted:

First Choice for Occupation Presentation:

Second Choice:

Instructor's Decision:

Instructor's Signature & Date Approved:

**\*\*\*All occupational topics MUST be submitted for approval no later than March 18th.**