

MGMT30015 Career Management

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| Credit Points: | 12.50 |
| Level: | 3 (Undergraduate) |
| Dates & Locations: | 2012, Parkville This subject commences in the following study period/s: Semester 1, Parkville - Taught on campus. |
| Time Commitment: | Contact Hours: One 2-hour lecture per week and one 2-hour workshop each fortnight. Total Time Commitment: 6 hours per fortnight plus a minimum of 6 hours per week in self-directed study. |
| Prerequisites: | <u>MGMT20001 Organisational Behaviour</u> (../view/current/MGMT20001) . |
| Corequisites: | None |
| Recommended Background Knowledge: | Please refer to Prerequisites and Corequisites. |
| Non Allowed Subjects: | None |
| Core Participation Requirements: | For the purposes of considering requests for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements for this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the Disability Liaison Unit website: http://www.services.unimelb.edu.au/disability/ |
| Coordinator: | Prof Leisa Sargent |
| Contact: | lsargent@unimelb.edu.au (mailto:lsargent@unimelb.edu.au) |
| Subject Overview: | This is a theory based subject that examines individual career theories such as career choice and decision-making, life stage models through to the organisation perspective including Schein's cylindrical model and organisation oriented career development activities (eg., mentoring). The subject will also address contemporary careers issues such as gender, life role management, protean careers and issues of employability (including unemployment and retrenchment). Through the use of reflection, experiential activities and case studies the tutorials will examine how these theories can be applied at the individual and organisational levels. |
| Objectives: | On completion of this subject, students should be able to: <ul style="list-style-type: none"> • Describe and explain current academic theories and research on careers • Analyse and evaluate the manner in which research is conducted in careers • Apply major theories and models to individual and organisational problems, as presented in case studies and to think about your own career, and develop skills in career analysis, planning, and action |
| Assessment: | Assignment(s) of not more than 5000 words (50%), one 2-hour end-of-semester exam (50%) |
| Prescribed Texts: | You will be advised of prescribed texts by your lecturer. |
| Breadth Options: | This subject potentially can be taken as a breadth subject component for the following courses: <ul style="list-style-type: none"> # <u>Bachelor of Arts</u> (https://handbook.unimelb.edu.au/view/2012/B-ARTS) # <u>Bachelor of Biomedicine</u> (https://handbook.unimelb.edu.au/view/2012/B-BMED) # <u>Bachelor of Environments</u> (https://handbook.unimelb.edu.au/view/2012/B-ENVS) # <u>Bachelor of Music</u> (https://handbook.unimelb.edu.au/view/2012/B-MUS) # <u>Bachelor of Science</u> (https://handbook.unimelb.edu.au/view/2012/B-SCI) # <u>Bachelor of Engineering</u> (https://handbook.unimelb.edu.au/view/2012/B-ENG) |

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| | You should visit learn more about breadth subjects (http://breadth.unimelb.edu.au/breadth/info/index.html) and read the breadth requirements for your degree, and should discuss your choice with your student adviser, before deciding on your subjects. |
| Fees Information: | Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees |
| Generic Skills: | <ul style="list-style-type: none"># High level of development: written communication; application of theory to practice; interpretation and analysis; accessing data and other information from a range of sources.# Moderate level of development: oral communication; problem solving; thinking; synthesis of data and other information; evaluation of data and other information; receptiveness to alternative ideas.# Some level of development: collaborative learning; team work; statistical reasoning; use of computer software. |